



MACARTHUR

FUNDAMENTAL INTERMEDIATE
SCHOOL HANDBOOK 2026-27

HOME OF THE TIGERS

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 @MacArthurFB

     @MacArthurFIS

DOUGLAS MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL

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SANTA ANA UNIFIED SCHOOL DISTRICT

August 2026

Dear Students and Parents:

Welcome to the 2026-2027 school year at MacArthur Fundamental Intermediate School. We are looking forward to a successful year! Part of our success comes from our teamwork, and we invite you to become active members of our MacArthur community.

We, at MacArthur Fundamental Intermediate School, believe that all students should receive a quality education rich in academics with an emphasis on spirit, pride, and achievement. Our staff is here to support our families by providing relevant and standards-based learning with appropriate support to help students to meet these high expectations. Our administrators, counselors, teachers and office staff look forward to working with our students to help them reach their goals.

Central to every student's success is a strong sense of commitment, responsibility, and self-discipline. To help students achieve their best, we provide a variety of strategies and tools. Using the Agenda daily helps students to be prepared for class. Parents should check the Agenda, monitor the homework each night, and regularly discuss with your child what they are learning.

This handbook contains information that will assist students and parents, ensuring that your student's year at MacArthur is enjoyable and productive. After reading this book with your child, we ask that students leave this book with their parents for their ongoing review and reference. We have also included some of the more important pages in the Student Agenda.

Communication is important for successful collaboration between members of a school community. In addition to checking email and ParentSquare for any news updates, please also follow us on social media or visit our website for the latest news and events. Also, please do not hesitate to reach out to your child's teachers or other staff with any questions or concerns.

We hope that you will join us this year and follow our school motto: 'Spirit, Pride, and Achievement.' Here is to a successful year at MacArthur, the home of the Tigers!

Sincerely,
The MacArthur Staff

MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL
2025–2026 SCHOOL HANDBOOK

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A Fundamental Education

Philosophy

MacArthur Fundamental Intermediate School provides an alternative educational approach for students in grades six through eight. Primary emphasis is placed on a highly-structured program of core academic skills and the establishment of good study habits. The school seeks to instill within each student a sense of respect, responsibility, patriotism, pride in accomplishment, and a positive self-image.

Mission

To provide a balanced, comprehensive, standards-based, common core curriculum with a steadfast emphasis on high expectations and accountability for all students.

Vision

Parents, students, and staff are committed to academic excellence, citizenship, patriotism, and respect for all.



Characteristics of a Fundamental Education

There are certain characteristics that define a 'fundamental' education. The characteristics of a 'fundamental' education as provided here at MacArthur Fundamental Intermediate School are as follows:

- Institutional values align with Spirit, Pride, and Achievement.
- A great value is placed on core academic skills.
- Classroom environments are structured so that learning is teacher-initiated, directed, and supervised, with an emphasis on dynamic, innovative, and creative instruction.
- High standards of student conduct enhance quality instruction.
- All stakeholders invest in developing good study habits, self-discipline, and responsibility.
- The traditional values of patriotism, citizenship, respect, courtesy, and pride in accomplishment are reinforced daily.
- Students and parents are held accountable for the dress code policy.
- Parent commitment, communication, and involvement throughout the student's education at MacArthur is expected.

EXPECTATIONS FOR STUDENTS

Code of Student Conduct

At Douglas MacArthur Fundamental Intermediate School, we set high behavioral and academic expectations for students so they will experience success. It is expected that every student will operate fully within the framework of the Code of Student Conduct. Students who choose not to follow the Code of Student Conduct will be appropriately disciplined.

Campus Conduct

Because MacArthur Fundamental Intermediate School is a community of students gathered for the purpose of formal learning, where each respects him/her/themselves, others, and the school, all students are expected to:

1. Demonstrate acceptable behavior in the classroom, on the school grounds, and on the way to and from school.
2. Comply with the dress code policy.
3. Attend classes on time, every day, unless out of school for a valid reason (e.g., illness or bereavement).
4. At no time deface, damage, destroy, or steal school district property or the property of other persons.
5. Be honest, courteous, respectful, and show good manners.
6. Show respect for our country and its symbols through participation in appropriate patriotic activities.
7. Move quietly and in an orderly manner throughout the campus. For safety, walk at all times in the quad and hallways.
8. Bring reading material daily to all classes.
9. Refrain from public displays of affection.
10. Eat food in the Quad area only, and help maintain a clean campus by putting all trash in the proper containers.
11. Obey directions for seating, conduct, and dismissal at assemblies.
12. Maintain the standards of MacArthur Fundamental Intermediate School when not under the direct supervision of a teacher or supervisor and when attending school functions off campus.
13. Lock bicycles securely in the bicycle racks. Lock skateboards in rack.
14. Obey all traffic regulations when riding to and from school. It is the law that all students riding bicycles or skateboards must wear helmets.
15. Use the library responsibly, respect the rights of others, use materials properly, and return books on time.
16. Promptly pay for lost, damaged, and/or overdue library books, textbooks, Chromebooks, or any other educational item that was checked out.
17. Wait for parents in the front of the school. *All students should be picked up within 30 minutes of release.*
18. Do not loiter in Lillie King Park before or after school.
19. Report directly to school from home and stay on campus.

20. Comply when being summoned to the office.
21. If you are registered to attend the after-school program, report to the program immediately after school. You are not allowed to leave campus for any reason and then return to the after-school program. Do not leave campus until you are released by the after-school program director or program leader.

Classroom Conduct

1. Enter and exit the classroom in a quiet and orderly manner.
2. Be in your seat and ready to work before the tardy bell rings.
3. Be prepared, at all times, with a charged Chromebook, covered textbook, workbook, Agenda, pencils, pens, a binder, and paper. If the Chromebook or textbooks are lost, damaged, or stolen, the student will pay the full cost for their replacement.
4. Follow all directions of the classroom teacher and other school staff and obey the rules and regulations of each classroom to avoid disturbing others.
5. Complete all work that is assigned and any make-up work missed due to absences.
6. Attend class on time every day unless ill or with an excuse that has been validated by the office.
7. Attend to personal grooming outside of class time. Personal grooming items must be kept in the student's purse, pocket, or locker during school hours.
8. Use the bathroom facilities before and after school, during nutrition, during lunch, and between classes rather than during class time.
9. Eat only in designated areas. There is no eating in the classrooms or near the classrooms except with permission when attending clubs or tutoring.
10. Treat substitute teachers with respect, following directions and instructions as provided by the teacher.

Citizenship and Patriotism

An important aspect of the fundamental school curriculum is the appreciation and promotion of citizenship, patriotism, the Pledge of Allegiance to the United States flag, and our American heritage.

Included in the daily school routine, students also recite the Scholar's Pledge as indicated below:

Scholar's Pledge

We the students of the
Santa Ana Unified School District,
pledge to be dedicated
to scholarship.

We will strive to succeed and
build an honorable future.

We will make our city proud
by being respectful and responsible.

We shall not only ensure
success for ourselves,
but we will also
encourage success in others.

MacArthur Dress Code



MacArthur Scholars Dress for Success



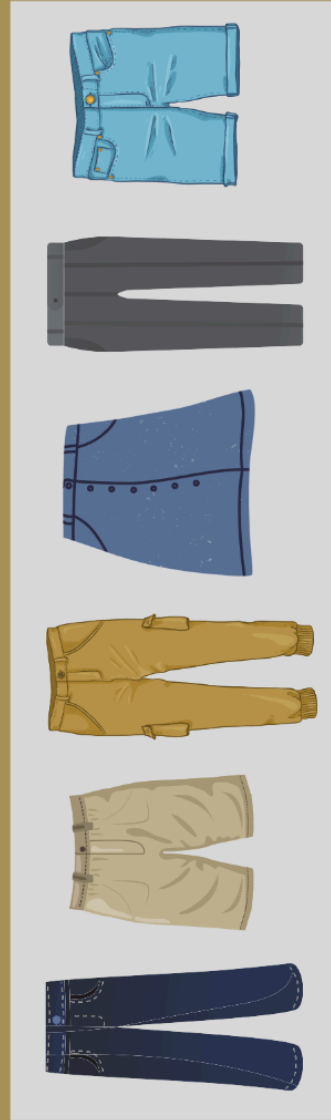
Tops

Students may wear any solid color polo, or MacArthur Spirit Wear top that fits appropriately. Shirts must be appropriately fitted—not oversized or excessively tight. No crop tops, tank tops, or low-cut tops are allowed. No plain white long sleeve or short sleeve shirts. Sweatshirts and sweaters must be crewneck. Only MacArthur Spirit Wear hoodies allowed.



Bottoms

Any appropriately sized pants, shorts, skirts, or jeans. Shorts, skirts and dresses must be 2 inches above the knee. All clothing must be size appropriate and free of holes, rips, or tears. Pants must be worn at the waistline and appropriately sized— not oversized or excessively tight. No graphics on bottoms.



At MacArthur, we believe that dressing for success promotes a safe, respectful, and scholarly learning environment.

All students are expected to follow the dress code guidelines every day.

Student Dress Expectations

Headwear

Hats, bandanas, hair nets, and beanies are not permitted. Exceptions may be made for students with medical or religious needs, with prior approval from a school administrator.

Hoods may be worn over the head during inclement weather only.

Shoes and Accessories

Closed-toe shoes are required at all times for safety. No slippers, steeal toe, slides, flip-flops or crocs. Shoes must be free from writing or drawings.



Backpacks should be free from writing or drawings and should not be shared between students.

Students will be required to change into P.E. clothes or loaner MacArthur clothing if wearing inappropriate attire.

As trends change, school administrators reserve the right to make final decisions regarding dress code interpretations.

General Guidelines for School Attire:

- Clothing must be free from tears, rips, and holes. Garments must be hemmed; no frayed or split seams.
- Clothing should be size appropriate. Bottoms must be worn at the waistline.
- No sports attire- sweat pants, leggings, yoga pants or joggers. Jerseys or shirts with team logos are not allowed.
- Socks will not be pulled up to meet bottom of shorts.
- There should be no visible initials, insignias, pictures, or logos on clothing, except for school logos.
- Hats are not to be worn indoors. No baseball caps other than school issued ones will be permitted.
- Visible jewelry is limited to small watches, rings, necklaces, and bracelets; earrings should be a small stud or a hoop no larger than a dime. Wallet chains, and/or spiked and sharp jewelry are not allowed. No hoop facial piercings.
- Gang slogans and graffiti will not be allowed on backpacks or purses.
- No shirts with gang, drug, graffiti or sexual connotations including old English lettering.
- No belt buckles with logos or initials (including anything related to weapons, drugs, or of a sexual nature) are allowed.
- Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
- Nail length should be maintained at a reasonable length (no longer than ½ inch) and should not interfere with the students ability to perform school work or pose any safety concerns. If necessary, students may be asked to trim or shorten nails within a 2 day period.
- Clothes must be sufficient to conceal undergarments at all times. See through or fish net fabrics, halter tops, off the shoulder or low cut tops and bare midriffs are not allowed.
- Gym/P.E. shorts may not be worn in classes other than physical education

Dress Code Violations

Dress code violations are recorded for the entire school year. Parents are notified of dress code violations by a form that the student brings home for parent signature. Progressive discipline will be issued on a case by case basis. Students will be asked to change into P.E. clothes or loaned MacArthur clothing if wearing inappropriate attire. Parents will not be called for a change of clothing in order to limit the impact on instructional time.

Technology Use

The Santa Ana Unified School District provides students with access to district-issued digital devices and Google Workspace accounts (sausdlearns.net) to support success. Students are expected to use all technology tools in a safe, responsible, and educational manner according to the Mobile Device Authorized Use and Digital Learning Program Guidelines.

Acceptable Use Guidelines

- District-issued devices and accounts must be used for educational purposes only.
- Students are expected to follow teacher instructions when using digital tools.
- Students must act as responsible digital citizens, demonstrating respect, safety, and integrity online.
- All activity on district devices and accounts is subject to monitoring and review by authorized personnel.

Unacceptable Use

Students may not use district technology to:

- View, download, or share inappropriate content.
- Bully, harass, or disrespect others online.
- Alter device settings or security configurations.
- Install unauthorized apps or software.
- Access non-educational websites or platforms during instructional time.

Personal Devices Policy

To maintain a focused learning environment:

- Cell phones must be turned off and stored in backpacks during the school day unless authorized for medical use.
- Smartwatches may be worn but must remain silent and used only for telling time.
- Wireless headphones (e.g. AirPods) may not be used on campus unless explicitly allowed by a teacher or staff member.

Privacy and Monitoring

- Students should not expect privacy when using district-issued devices or accounts.
- All data, communications, and usage activity may be accessed and reviewed by school administrators to ensure compliance with district policy.

Consequences for Misuse

Santa Ana Unified School District uses a progressive discipline model:

- Misuse of technology may result in a warning, restricted device access, detention, or temporary loss of technology privileges.
- Repeated or serious violations may lead to further disciplinary action in accordance with school and district policy.

Student Responsibility

By using district-issued devices and services, students agree to:

- Follow all rules for responsible technology use.
- Use technology in support of their learning and academic success.
- Report any misuse or suspicious behavior to a teacher or administrator.

Campus Policies

Closed Campus

Students are required to remain on campus throughout the entire school day. Permission to leave campus during school hours is granted only upon request by a parent/guardian, the school nurse, or an administrator. Students must be signed out by the parent/guardian from the Attendance Office. Students who leave campus without permission are considered truant and will be assigned appropriate consequences.

Identification Cards

All students are issued an I.D. card with the student's picture, name, grade and I.D. number at the beginning of each school year. Students are expected to carry this I.D. card whenever they are on campus. Students may also be requested to present their I.D. card for admittance to school activities. Replacement cards cost \$3.00 and may be purchased in the Front Office.

Items Not Permitted at Any Time

In accordance with both SAUSD and MacArthur policy, the following items are not permitted on campus at any time and will be confiscated. Appropriate consequences will be assigned depending on the severity of the offense.

- Aerosol/spray cans or bottles
- Hairspray
- Electronic games and music
- Gel pens
- Liquid White Out
- Milky, glittery, metallic, or colored pens (no pink, green, purple, etc.)
- Markers or felt pens of any kind, Sharpies, paint pens
- Tech Decks
- Marbles
- Toys, stuffed animals, balloons, and bouquets
- Personal sports equipment: football, soccer ball, baseball equipment, etc.
- Gum
- Cookies, chocolates, etc., for sale
- Candy from home
- Oversized packages of food (over a single serving)

School Lockers

School lockers are a privilege and are provided for students to use for storing backpacks, schoolbooks and other school related supplies. Students receive a contract that explains the mandatory rules and guidelines for locker usage at the beginning of each school year. That signed contract must be returned before locker usage is permitted. Lockers may not be shared. Students sharing lockers without permission will receive an appropriate consequence.

The combination of a student's locker as well as its contents are a student's responsibility. Students use lockers at their own risk. The school district and school are not responsible for items damaged, lost, or stolen, regardless of the cause, including weather. For any lock purchased outside of school, combinations should be given to Student Services.

Students may use lockers before and after school, during the first 5 minutes of nutrition and lunch and during any passing period. Outside the permitted times, students are not to be at their lockers without a completed hall pass (i.e. during class, nutrition, or lunch).

Please note that the privilege of locker usage may be revoked in the event of inappropriate usage, vandalism, or the opening of another student's locker. Depending upon the severity of the action, a student may be arrested.

Lost, Found, and Stolen Property

Parents should be sure to have proper identification marked on articles of clothing and all personal property. Students are expected to write their names as well as the teacher's name in ink in textbooks and other school materials. The school is not responsible for lost or damaged articles.

All lost items may be claimed before school, during nutrition or lunch, or after school. Clothing items are kept by the Performing Arts Room (PAR). Lost items are kept in the Student Services Office. Lost textbooks are returned to the discipline office and the student will receive a consequence.

Stolen items should be reported immediately. Students will be asked to complete an incident report describing the stolen article and any pertinent information. Please note: the school is not required to investigate the theft of items not permitted at school. School police may be contacted.

Sexual Harassment

Any student who engages in the sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action. For students in grades 4–12, the disciplinary action may include suspension and/or expulsion.

Personal Grooming

Grooming and personal care should take place before school, after school, or during appropriate breaks. Class time is for learning, participating, and respecting everyone's opportunity to focus. Taking time to do your hair, makeup, or other grooming during class can distract both you and your classmates. Thank you for helping create a productive learning environment.

Academics

MacArthur Fundamental Intermediate School emphasizes a highly structured program of standards-based curriculum that emphasizes the development of core academic skills as well as character education. Classroom instruction is teacher directed and student based.

The curriculum follows a definitive progression, building on skills and abilities acquired at each grade level. At appropriate levels, the instructional program will include: English Language Arts, Mathematics, Social Studies, Science, and Physical Education. This year the elective program includes a 6th Grade Exploratory Program, Academic Support, Art, ASB, AVID, Computer Technology, Instrumental Music, Journalism, Language Support, Medical Detectives, Robotics, Spanish, Tech Squad, and Yearbook.

Specific information for each class may be obtained from the school.

Physical Education Policies

All students are expected to participate in P.E. every day. Students are given ten minutes to change in the P.E. locker room both at the beginning and end of the period.

After changing into P.E. uniforms, students are expected to report to their numbers on the blacktop for roll call. At the end of the period, students are expected to sit at the lunch tables until dismissed by a P.E. teacher. Students who leave the lunch table area without permission will receive progressive consequences.

A student may be excused from an activity if a written excuse explaining the illness/injury and signed by a parent or guardian. This excuse must be presented first to the Health Office before school and then to the student's P.E. teacher at the beginning of the P.E. class period. This excuse is valid for no more than three consecutive days.

To be excused for a period longer than three days, a written excuse from a doctor is required. This statement must be presented first to the Health Office before school and then to the student's P.E. teacher at the beginning of the student's P.E. class period.

Homework logs and study guides for P.E. classes can be found on the school website.

Accelerated Reader

Students at MacArthur are required to participate in the Accelerated Reader program. Students are expected to read for a minimum of 30 minutes every night. Online tests are taken during the language arts classes. Annual reading goals are as follows:

6 th grade goal	*	600,000 words
7 th grade goal	*	700,000 words
8 th grade goal	*	800,000 words

Academic Honesty

All classwork is expected to be completed by students themselves. Assignments, activities, and assessments are designed to improve skills through rigorous practice. Without sincere, honest effort, students will not improve, nor will the reported grades be an accurate reflection of progress. Whenever students turn in, submit, or otherwise present work as their own that they did not complete themselves, it is considered cheating.

Therefore, MacArthur's policy maintains that disciplinary action will be taken when a student cheats or fails to maintain honesty in their academic courses.

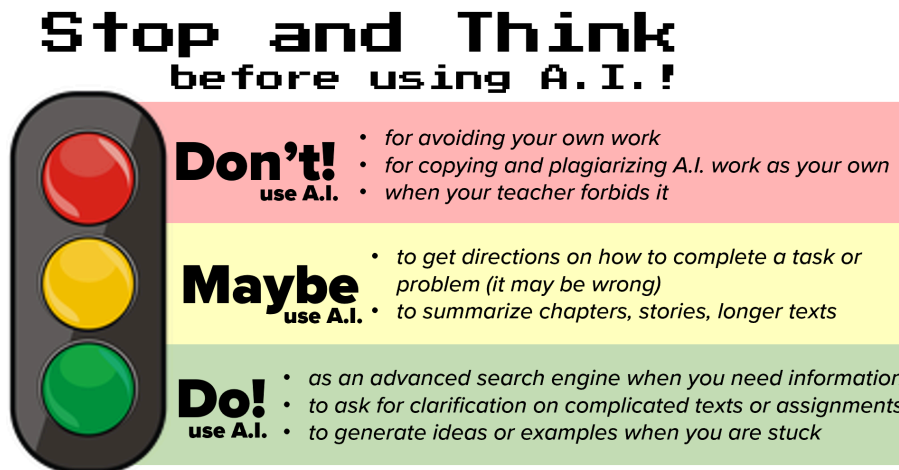
Consequences for cheating may include, but are not limited to:

- a score of zero on the assignment as reported in Aeries
- a classroom intervention, such as an alternate assignment or reflection, to be completed
- 60-minute detention
- referral to administration
- loss of privilege

Artificial Intelligence, AI

AI applications are increasingly available through large language models, LLM, chatbots such as ChatGPT or Google Gemini as well as Google Chrome extensions, such as Grammarly. However, it is always considered cheating, specifically plagiarism, when students present work that they did not complete as their own. Students must never copy a response directly from an LLM or other AI tool and paste it into an assignment for credit.

Depending on the assignment and teacher expectations, AI can be helpful to give students ideas, examples, or advice on assignments. Whenever in doubt, students should always ask their teacher before initiating an AI tool as part of their assignment.



Measuring Student Progress

Aeries Portal

SAUSD's Aeries Student Information System provides both students and parents with the opportunity to access information about attendance and academic progress for their children. Parents can access the Parent Portal through a link on our website at any time. Students Services can reset the login information if it is lost and/or forgotten.

Progress Reports

Computer generated progress reports are mailed home by the school district office at the end of each of the following progress reporting periods: 1st, 2nd, 4th and 5th. Progress reports reflect the academic information available on Aeries and are considered a notification of a student's current progress in all classes. Please note that progress report grades are not part of the student's permanent record.

Report Cards

Report cards are issued at the end of each semester and mailed home. This grade reflects an accumulation of an entire semester of work. Semester 1 is the accumulation of a student's work for Grading Periods 1, 2, and 3 while Semester 2 is the accumulation of 4, 5 and 6. An academic performance grade will be given for each class as well as a citizenship grade.

Each academic grade reflects student performance within each class, including performance on assessments, daily participation, and homework, along with any teacher-determined measures. Citizenship grades reflect the work completed correctly on time, a student's behavior, attention in class, and participation in classroom discussions and activities. Semester academic grades are included in a student's permanent transcript.

Promotion and Retention

The primary goal of MacArthur Fundamental Intermediate School is to educate and guide all students to meet or exceed grade-level standards. Therefore, every attempt is made to consult and work with parents to provide support for any academic challenge that a student might face throughout the school year.

However, when a student's grades and test scores fall below the district standards, a Board of Review composed of the counselor and an administrator meets with the parents to discuss recommendations for promotion or retention. The school will make every attempt to consult and work with parents to help support students' academic challenges throughout the year.

The Santa Ana Unified School District has very specific guidelines concerning promotion and retention of students. Board of Review conferences are held at the end of the school year with students who do not pass 9 of 12 courses during the school year.

Standardized Testing

Students at MacArthur are tested yearly using school, district, and state mandated assessments to measure student progress in the areas of reading, language, science, and math. The following tests are administered over the course of the year, with parents notified of the results and/or posted on AERIES:

August

- iReady (6-8th grade) - Baseline ELA/Math Skills

September

- HS Spanish Placement Test

December

- U.S. Constitution Test (8th grade only)

January

- District Writing Assessment (DWA)

February

- English Language Proficiency Assessments for California (All ELD learners)
- Physical Fitness Test (7th grade only) - Begins

March

- iReady (6-8th grade) - Final Progress in ELA/Math Skills
- Physical Fitness Test (7th grade only) - Continues

April/May

- California Assessment of Student Performance and Progress (CAASPP)
 - Smarter Balanced Assessment Consortium (SBAC)
 - ELA & Math (6-8th grades)
- California Science Test (CAST)
 - Science (8th grade only)
- California Alternate Assessment (CAA)
 - ELA, Math, Science (6-8 grades, specified students)
- Physical Fitness Test (7th grade only) - Finishes

Optional Assessments (determined per district/site recommendation)

- National Assessment Educational Progress (NAEP) - 6-8th grade only
- Pre- SAT (PSAT) - Optional (8th grade only)

Classroom and School Supplies

The core of the fundamental academic program begins with effective binder and Agenda usage.

Binders

A binder that is two inches or larger is required. Binders can contain all assignments, paperwork, and supplies a student would need on a school day. Multiple binders will lead to confusion and lost paperwork. Smaller binders will break because they cannot hold all the supplies for six academic classes. The binder will meet the students' needs for organization.

To minimize distraction, all binders should be free from any non-school related items including, but not limited to, stickers, non-academic pictures, sketches, and drawings.

If a binder is worn or damaged to the point where it is no longer functional, for example if the rings do not properly hold papers, the binder will need to be replaced.

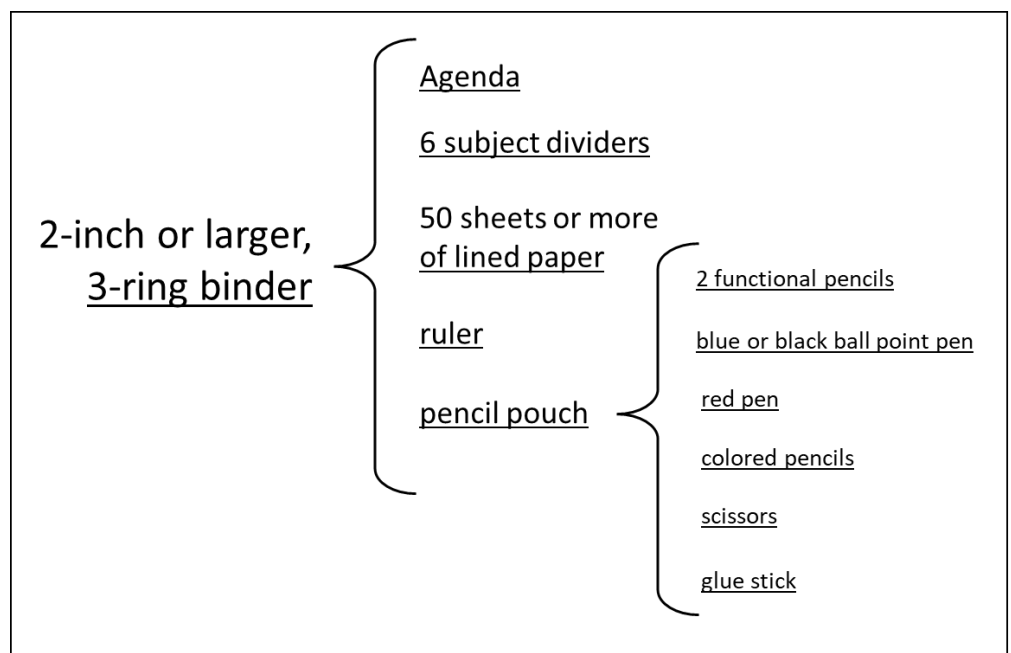
Aside from the Agenda, which should always be kept in the students' binder, binders must include the following supplies:

Dividers: There must be six subject dividers in the binder; one for each class. All homework, classwork, and handouts must be filed in every class, every day to ensure nothing is lost. Only un-hole punched handouts or oversized projects should be placed in the pockets of binders. We recommend purchasing dividers without pockets or, if that isn't possible, taping the pockets closed so that they cannot be used. This will help students avoid the temptation of stuffing papers into the pockets rather than filing them appropriately in their binder.

Pencil Pouch: A sturdy pencil pouch must be in each student's binder. The pencil pouch should hold two functional pencils, a blue or black ballpoint pen, a red pen, a set of colored pencils, scissors, and a glue stick. It is also recommended students have a hand-held pencil sharpener to minimize classroom disruptions.

Paper: The binder should always have 50 or more sheets of lined paper.

Ruler: A ruler should also be housed in the binder. Many rulers can be fastened by the binder's rings.



Backpacks

All other supplies students need to carry to class or between home and school may be placed in students' backpacks. Because all paperwork is filed in the binder, backpacks must be free of any loose papers. Similar to the Agenda and binder, **backpacks must be free from drawing, sketches, stickers, or any other non-school related material.** One item may dangle off the backpack and can be used to help the student identify his/her backpack.

For safety reasons, rolling backpacks are not permitted without a doctor's note. The hall lockers are designed to help lessen the need for students to carry too many books during the school day. The day has planned locker visits built in before school, after nutrition, after lunch, and at the end of the day.

Calculators

Depending on the student's math level, a calculator may be required for the course. Some calculators are small enough to be housed in the pencil pouch. Others will have to be in the students' backpacks.

Independent Reading (SSR) Books

Because Accelerated Reader is a schoolwide expectation, students must always have an independent reading book with them. Teachers may request silent reading time in any class, specifically during testing when silent, independent time is required.

Textbooks

Students may need to bring textbooks to class on a regular basis. Textbooks can be stored in students' lockers when not in use. However, they may need to be brought home to complete assignments.

Hardbound textbooks must be covered to limit damage and extend the life of the book. Covers can be book socks/cloth covers or paper covers. However, no sticky, adhesive covers may be attached to hardbound textbooks. Soft-cover books that are meant to be consumable do not need a cover.

Other Supplies

A class may need supplies aside from the school-wide list. Any additional supplies will be requested by the teacher in a timely manner.

In order for students to be successful, they must be adequately prepared with the appropriate supplies. A Behavior Card will be given to all students who are not prepared for class. If families are having difficulty obtaining the appropriate supplies, please contact an administrator for assistance.

Agenda Usage

The Agenda is designed to help students learn to organize their assignments for each class, every day. While individual teachers may have differing rules for how the assignment is to be copied, students should have an agenda entry for every class, every day.

Rules for Agendas

When using the Agenda students must:

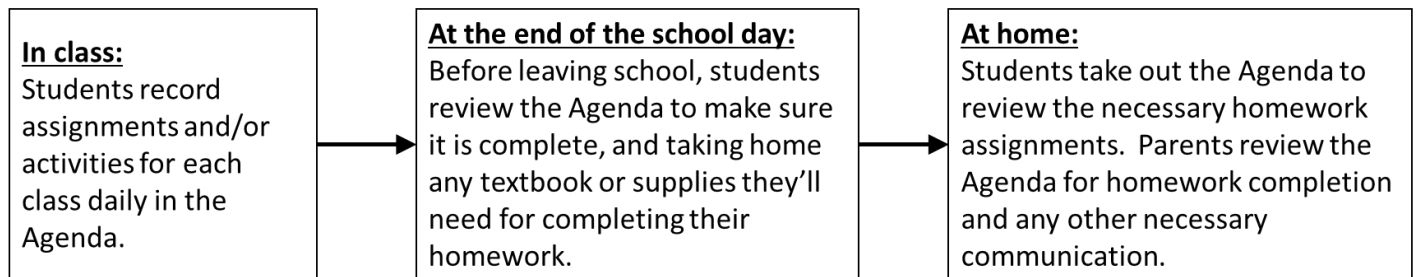
- ✓ Use blue or black ink or pencil only when writing assignments in the Agenda
- ✓ Never tear out any of the Agenda pages
- ✓ Never fold the pages of the Agenda
- ✓ Only write school related information in the Agenda
- ✓ Never change or alter the Agenda (e.g., tear the cover, add stickers, etc.)
- ✓ Parents are expected to check Agenda and monitor Agenda daily

The Agenda is used for students and parents to record and track daily assignments. It is also a communication tool between school and home. Parents and teachers can write notes, record tutoring times, or add any pertinent information in the “notes” section at the bottom of each day.

Any intervention schedules, such as study halls, or school activities are also recorded in the Agenda with the expectations that students and parents are reviewing it daily.

Daily Routine

Essentially, a daily routine for using the agenda should include writing down the assignment for each class, every day. Before students leave school, they should ensure there is an entry for every class and collect any necessary textbooks and supplies from their locker before leaving campus. At home, students should use the agenda to complete the correct assignments and parents should review student progress and monitor for completion.



Homework

There are many changes that occur in the transition from elementary to intermediate school. The time, effort, and manner of doing homework are some of the most critical of those changes. Homework is assigned regularly, from Monday through Thursday. Students may also have projects to complete on the weekends.

Homework Philosophy

At MacArthur Fundamental, we believe all primary learning should be within the classroom setting. Meaningful homework, however, can be a valuable part of student learning and provides opportunities for practice and enrichment.

As a fundamental school, MacArthur has a strong student accountability system for completing assignments, both in class and out. This accountability also extends beyond the student to include parents, teachers, support staff, and administration. The purpose of our homework guidelines is to bring together all members of this team to ensure that our students are successful in their classes and are able to balance schoolwork with extracurricular activities and family life.

At MacArthur Fundamental, we believe that effective homework has the following characteristics:

- It is meaningful and relevant.
- It is standards-based.
- It is clearly articulated by the teacher and understood by students.
- It is differentiated as appropriate to meet student learning needs.
- It is reviewed in a timely manner.
- It is planned to avoid student overload.

Types of Homework

- **Completion Homework:** Students complete work which has been started in class.
- **Practice Homework:** Students complete work, which reviews and reinforces concepts learned in class. Examples may include math problems, answering questions on a text read in class, or writing about a concept.
- **Preparation Homework:** Students complete assignments, which prepare them for new learning or assessments. Examples may include reading a text to prepare for a lesson, collecting information, or studying.
- **Extension Assignments and Projects:** The purpose of these assignments is to apply, extend, and enrich classroom learning. These assignments promote problem solving, critical thinking and creativity.

It is suggested that a daily study schedule should be followed at home to maximize your child's learning potential. If assignments are completed at school, students should review homework with their parents each evening. If work is complete, a minimum of 30 minutes of silent reading should be established. If assignments are completed at home, parents should check each assignment to see that all assigned work has been completed. Students will write their daily homework assignments in their Agendas, and parents should refer to the agenda each night to see what homework has been assigned.

If a student is absent, it is his/her responsibility and expectation to make up missed work due to any type of absence regardless of the reason.

Parents may call (714) 568-7700 to request homework assignments for students who will be absent **three (3) days or more**. After asking for the homework, please allow twenty-four (24) hours for teachers to respond to requests. Call first to check if the homework is ready. When ready, parents may pick up the assignments at the Attendance Office.

If the homework has not been issued during the absence, it is the **student's responsibility** to ask for the missed work from each teacher upon return to school. Any work not made up will count against the student's grade.

Make-up Homework: If a student is absent, it is his/her responsibility and expectation to make up missed work due to any type of absence regardless of the reason.

Helpful Homework Habits

Here are some helpful hints for students to use to help establish "homework habits".

BEFORE YOU LEAVE SCHOOL:

1. Check your Agenda. Decide what homework you need to do for the evening.
2. Get out the materials you will need for your homework.
3. If you don't understand one of your assignments, you should ask your teacher about it before you leave school.

AT HOME:

1. When it is time to study, go to your quiet study area.
2. Put all the materials you will need on the desk or table.
3. Sit down and begin to work.
4. Concentrate on your homework
5. Avoid interruptions. Do not make phone calls, watch T.V., or listen to the radio until your homework is finished.
6. Get help if you need it.
7. When your homework is finished, put your assignments in your notebook. Place your materials in a special place so that you will remember to take them to school.

The place where you study:

- Study at a table or desk. Sit in a comfortable, straight-backed chair. Don't study on a bed, sofa, or the floor.
- Pick a quiet place that is free from distractions. Don't study near the television, radio, or stereo, cell phones, or social media.
- Be sure that your study place has good light.
- Keep paper, pencils, pens, dictionary, thesaurus and other study materials in study area.

The time when you study:

- Pick a special study time on Monday, Tuesday, Wednesday, Thursday, and over the weekend.

- Select a time in the afternoon or early evening so that you will be alert and will be able to finish your homework before bedtime.
- Try to pick the same time each day. This will help you establish the “homework habit.”

Quality of Homework and Classwork

Students should always strive to do their very best on all their work. Here are questions you can ask yourself about each assignment:

- What am I learning?
- Why do I need to know this?
- How do I know when my work is proficient?
- What can I do to make my work better?

Here are some tips for double checking assignments before you turn them in. You should always assess your work in these three ways:

1. Is the work neatly written or typed?
 - Is it legible?
 - Is the handwriting well formed?
 - If using a computer, was the correct font and size used? Did I use spell check?
 - If the assignment calls for it, is the work designed neatly and completely?
2. Is the work organized and complete?
 - Is the entire assignment done?
 - Does the work make sense?
 - Did you add a proper heading to your paper?
3. Were the teacher’s directions followed completely?
 - Did you compare the assignment to your Agenda to make sure you did the right work?
 - Did you double-check your Agenda?
 - Did you do everything the teacher expects you to do?
 - For math, did you show all your work?

Standards for Written Work

All students will be held accountable by the teachers for the following standards when turning in written work. Failure to meet the following standards will result in a consequence such as a reduced credit or having to redo the assignment.

- Use standard-size, 3-hole punched paper.
- Paper must be neat and should not be folded, crumpled, or torn.
- Writing must be legible.
- For formal assignments, write on one side of the paper only.
- Pencil or blue/black ink is used for assignments unless otherwise instructed.
- Follow all grammar rules.
- No texting abbreviations for assignments.

First & last name 9/22/26 Period 2 Title
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Standards for Typed Work

All students will be held accountable by the teachers for the following standards when turning in a printed assignment.

- Use standard-size paper.
- Paper must be neat and should not be folded, crumpled, or torn.
- Use a 12-point type.
- Use the font prescribed by the teacher.
- Use double-space, not single-space between lines.
- Margins should be set to a standard, 1-inch setting.

Digital assignments that are turned in online may have different formatting requirements, per your teacher's instructions.

STUDENT INVOLVEMENT

Activities

MacArthur Fundamental Intermediate School has a long history of offering a wide variety of co-curricular and extra-curricular activities throughout the school year. All opportunities are developed to encourage positive peer interaction, support character development, and foster school spirit. All students are encouraged to participate in schoolwide activities and events, interest groups, and/or after school programs. Research has shown that participation in extra-curricular activities positively contributes to a student's social and emotional growth and well-being.

ASB (Student Government)

ASB provides students with the opportunity to participate in school government and to become part of the decision-making process. The MacArthur Associated Student Body is composed of both selected and appointed members from the general student body who serve as its representation in determining and deciding school activities and events as well as the appropriate allocation of school funds.

Athletic Program

MacArthur offers a comprehensive intramural athletic program throughout the school year. To be considered eligible to participate, students maintain a 2.0 grade point average.

Tryouts are held for all eligible 6th, 7th, and 8th graders during the first weeks of each of the various sports. Coaches determine team participation and/or membership. Good sportsmanship is essential and outstanding performances are recognized at the various Awards Assemblies throughout the school year.

All practices and games are held after school or on Saturdays. Each season includes tournaments against other SAUSD intermediate schools. Students with excessive tardies and/or three unexcused absences from practice may be dropped from the program. Please note that students should not bring any personal sporting equipment unless directed by a coach to do so.

Clubs

Throughout the school year, students have the opportunity to join a variety of school-sponsored groups. Clubs are formally established organizations that may coordinate campus events, dances, and/or fundraisers. These groups function through ASB under the direction and advisership of a certificated staff member. Please note that most clubs are open to all current MacArthur students, but some have prerequisites that must be met. Contact the advisor for more information.

Dances

In order to be able to attend a school dance at MacArthur, students must:

- maintain a 2.0 grade point average
- submit a completed Dance Permit

In submitting a completed Dance Permit, both students and parents acknowledge and understand Dance Expectations, which will be distributed during the school year.

Awards and Recognition

MacArthur takes great pride in recognizing and rewarding students for positive participation and achievement throughout the school year. Listed below are the major awards students may strive to achieve. Other awards may be presented over the course of the year depending on the opportunities that become available.

Ongoing Incentives

Throughout the year, students are regularly recognized for upholding the expectations of spirit, pride, and achievement at MacArthur.

- **Student of the Month**
- **Tiger Tickets**

Recognition of Achievement

Students are recognized for the following achievements both in the classroom and at various Awards Assemblies throughout the year:

- **All Stars Award**
- **Athletic Awards**
- **Honor Roll**
- **Million Word Readers**
- **Perfect Attendance**
- **Physical Fitness**
- **President's Gold and Silver Award for Academic Excellence**
- **V.I.P.**

8th Grade Awards

At the end of each year, awards are given to students who excelled throughout their eighth-grade year during 8th Grade Awards Night.

- **Top Scholar:** The 8th grade student(s) who has the highest academic and citizenship achievement will receive this award.
- **Spirit, Pride, Achievement:** Presented to the 8th grade student who best exemplifies the school's motto.
- **Outstanding Effort:** Presented to 8th grade students at promotion who go above and beyond their peers to learn and to be successful in school.
- **Chris Eddy Award:** Presented to one 8th grade student for excellence in math achievement.
- **William Spurgeon IV Award:** Presented to the 8th grade student for academic excellence in social studies.
- **Robert Coons Award:** Presented to the 8th grade student for most inspirational language arts student.
- **Kateryna "Kotch" Matwijewskyj Award:** Presented to the 8th grade student for excellence in science.
- **Athlete of the Year:** Presented to the boy and girl who best exemplify the standards and philosophy of the athletic department. Selection is made by the athletic department teachers.

- **Scholar/Athlete:** Presented to one 8th grade boy and one 8th grade girl who best exemplify the characteristics of academic excellence and athletic accomplishment. The athletic directors select the winner.
- **Department Awards:** Presented to those 8th grade students who are selected by teachers as outstanding students in each eighth-grade section.

At awards night or promotion, additional students may be recognized for holding positions on campus, such as C.J.S.F. president, or specific achievements, such as the path to biliteracy.

STUDENT SERVICES

Offices and Resources

Attendance Office

Part of the MacArthur Fundamental Intermediate School philosophy is that regular school attendance is critical to a student's academic success. Regular attendance contributes to:

- High achievement and academic success
- High characteristics of responsible citizenship

Presentation and discussion of new material occurs during class time and, therefore, cannot be easily duplicated at home. Research has revealed that students who regularly miss school find it difficult to be successful academically.

Absence Verification

All absences must be verified by a parent or guardian only. Absences may be verified either with a note, phone call, email, Angelica.Alvarado@sausd.us or through ParentSquare. All absences not verified by the end of the week will be marked as unexcused. Please notify teacher(s) if your child has been marked absent in error. You may email the teacher to correct the absence and include the student's name, I.D., and class period. The attendance line phone number is listed below.

(714) 568-7717

The message system is on 24 hours a day. You may speak in English or Spanish when calling. Puede dejar un mensaje en Español cuando su hijo/a falte a clases.

Excused Absences: The following situations are acceptable excuses for student absence from school:

- Illness
- Doctor/dental appointment for part of the day
- Court appearance
- 1 day per semester for religious events
- Death of an immediate family member. This includes parents, siblings, or grandparents only.

Appointments: All appointments should be scheduled after school whenever possible. If an appointment must be made during school hours, the student should submit a note to the Attendance Office before the beginning of zero period to indicate when they will need to be excused. A parent/ guardian is required to come to the Front Office before a student may be released. Please note that students are expected to remain in school up until the time of the appointment and to return to complete the school day whenever possible.

Parents may also call or come to the Front Office to request that a student be excused for an appointment. Please note, however, that if the Front Office has not been given prior notice (1 hour minimum) that a student's immediate and/or timely release may not be possible.

If the appointment is scheduled for the start of the day, and the student misses part of any period, a doctor or professional's note must accompany the student upon return to campus. Without a note, the student absence will be unexcused until verified and a doctor or professional's note is provided.

Unexcused Absences: Any absence that is not characterized by any of the circumstances listed above is considered an unexcused absence. In addition, the following situations are also considered unexcused:

- Any absences not verified upon a student's return
- Absence from school without the knowledge or consent of the parent/guardian (truancy)

Counseling

School counselors are certificated educators who implement comprehensive school counseling programs to improve student success. They design and deliver programs that improve student outcomes. School counselors lead, advocate, and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and improvement plan. School counselors work to create a future world where all students thrive.

School counselors help all students:

- apply academic achievement strategies (**academic development**)
- manage emotions and apply interpersonal skills (**social/emotional development**)
- plan for postsecondary options, e.g. higher education, military, workforce (**career development**)

Follow us on Instagram @4maccounselors

Engage 360° (after-school program)

Engage 360° operates MacArthur's after-school program. In addition to providing assistance with homework, a variety of activities are offered to students participating in the program. For questions regarding Engage 360, please contact the program director. The Engage 360 office is located in room 3.

Social media accounts are [macarthur.engage360](https://www.instagram.com/4maccounselors).

Family and Community Engagement (FACE)

Visit the Wellness Center for resources, family events, workshops, or support with technology. The FACE Liaison is Ms. Judy Mosqueda, who will regularly communicate through ParentSquare. Her office phone number is (714)-568-7853 and email is Judith.Mosqueda@saUSD.us.

Health Office

The school health office provides emergency first aid to students for accidents or sudden illnesses occurring at school. Students must report to the Health Office after having been issued a digital hall pass and may not visit between class periods. Health Office personnel will notify parents when students are ill; students are not to contact parents themselves. The school nurse is assigned by the district to be on campus twice a week. A nurse is also available on call for emergency situations. Office staff is available every day to render first aid.

California State Law stipulates students enrolled in public school must have on file, a record of immunization against polio, measles, mumps, rubella, hepatitis B, and TDaP for 7th graders. The school should be notified/informed of any physical condition that could have an effect upon the student's wellbeing and/or general health.

Medications: Medication forms, obtained from the Health Office, are available for students who are required to receive medication, including over-the-counter medicines. A written request from the parent/guardian as well as from the doctor must be on file with the Health Office. Parents are to provide the necessary medication in the detailed pharmacy container with the student's full name clearly labeled. Any over-the-counter medication must be in the original packaging and clearly labeled with the student's full name. All medications must be kept at the Health Office. Students are not to be in possession of any medication while on campus.

The school should also be notified if a student is on any regular medication regardless of whether it is administered at school.

Library

Library books may be checked out for a period of two weeks and may be renewed if brought in before the due date has passed. Reference materials may be checked out overnight only. Students assume responsibility for returning books in good condition and must pay for lost or damaged books.

Library Hours: Monday-Friday 7:15 AM – 3:45 PM; open during nutrition and lunch.

Purchases

During nutrition and lunch, the following items are available for purchase from the Office Manager in the Front Office:

- Agendas
- Combination locks
- P.E. clothes
- Yearbooks

Student Store

The student store is open to students before and after school. Light snacks and school supplies are available for purchase. Students should not eat or linger in this area.

Address Changes

Should a student move during the school year, please come to the front office and complete the address change form and provide verification of the new address.

Transferring to a Different School

Should a student transfer to a different school, please notify the Registrar. Please call (714)-568-7711 or email Alyssa.Leal@sausd.us.

PARENT AND FAMILY POLICIES

MacArthur Fundamental Intermediate School

Parent Involvement Policy

2026-2027

To support the goal of MacArthur Fundamental Intermediate School, which is to educate all students successfully, students, parents, and staff must work as knowledgeable partners as agreed to in the policies and contracts of the school.

MacArthur Fundamental Intermediate School shall do the following for all parents:

- Communicate the Common Core and state standards through individual parent-teacher conferences, meetings, open forums, and newsletters.
- Present the results of state assessments at a parent meeting and through communication sent home. The Research and Evaluation Department of the school district office notifies parents annually of individual student assessment results. An explanation of the information is available in several languages.
- Provide information about curriculum and instruction of the school through meetings or written communication on an ongoing basis. Also, provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents. (e.g. English Language Advisory Committee, school counselor disseminates information to staff regarding migrant education, etc.)
- Involve parents in planning, review, and improvement of academic programs and services to students through meetings of School Site Council, Parent/Faculty Organization, and English Learners Advisory Committee (ELAC).
- Hold an annual meeting to share with parents the Title 1 program and its requirements.
- Conduct parent meetings and activities. Meeting topics for the school year will include but not be limited to: assessment of parental needs; planning for the coming year; annual parent meetings and activities; and dissemination of evaluation results. Also, provide materials/training to help parents work with their children (e.g., using technology, Accelerated Reader, etc.)
- Encourage parents to participate in training activities designed to present instructional strategies and understanding of the state standards to emphasize the importance of education and learning, and to promote adult literacy.
- Follow-up on concerns and recommendations made by parents at parent workshops and through surveys. Timely feedback will be provided and documented by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Provide information on the Parent Involvement Policy by including a copy of the document in the student handbook given to each student at the beginning of the school year.
- Maintain an open communication system that encourages parents to confer with all staff members. Also, educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partners.
- Every attempt will be made to offer flexible meeting dates and times for parent meetings.
- Hold LCAP meetings and provide opportunities for parent and community input.

Opportunities for Involvement

Parent Involvement Opportunities

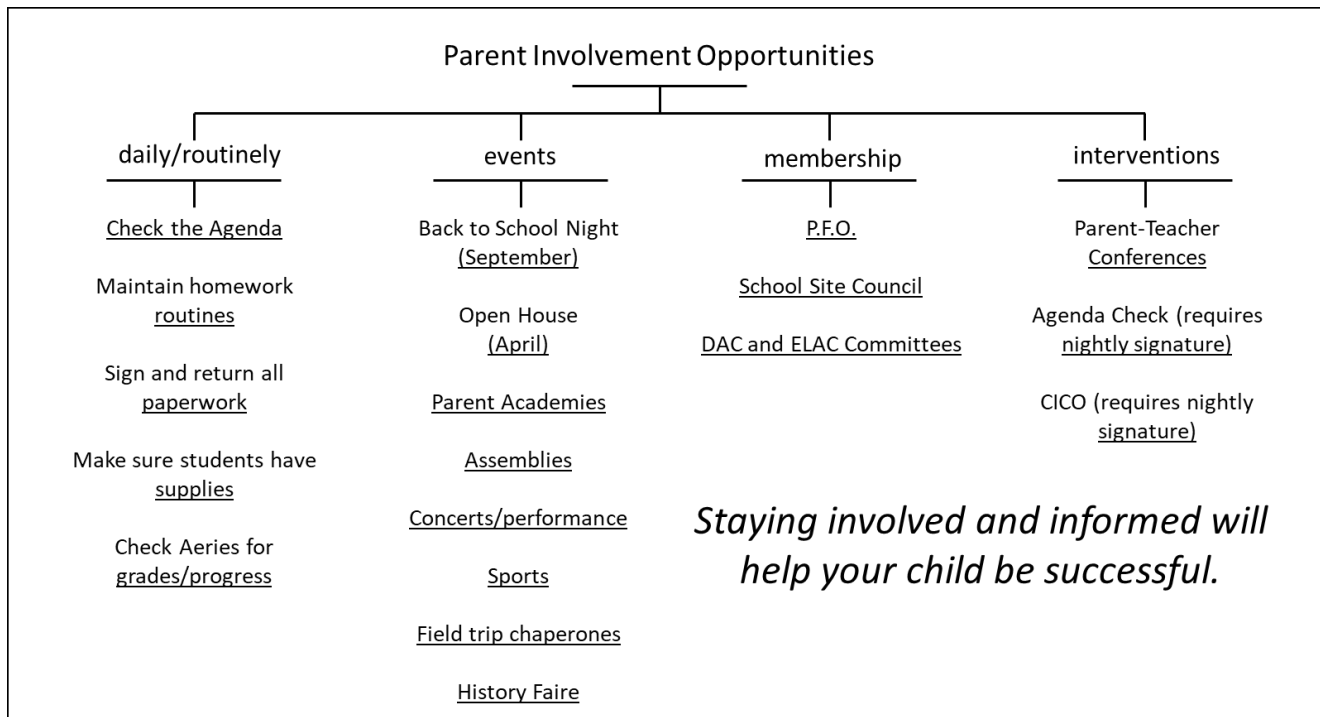
Part of the fundamental philosophy includes parent involvement. We encourage and are seeking parents to participate on the following activities, committees, and organizations:

- 7th Grade History Faire
- 8th Grade activities
- English Language Advisory Council (ELAC & DELAC)
- Parent-Faculty Organization
- Parent meetings
- Parent workshops
- School-based Interventions such as agenda check, conferences, or ChICO
- School Site Council

Parent Faculty Organization (PFO)

The MacArthur PFO is the official MacArthur parent organization. The goal of the PFO is to support the school in its efforts to provide a quality education for all students. The PFO supports MacArthur Fundamental via:

- Volunteer support at the student store and other events
- Financial assistance through fundraisers
- Gathering community input and feedback
- Sponsoring student activities and events
- Sponsoring student awards



Campus Policies for Parents

Item Drop Off

To protect classroom instruction time and to emphasize that students come prepared for school each day, we discourage having items dropped off during the school day. Please note that students may receive progressive consequences for items dropped after the tardy bell.

The following items are examples of essentials that can be dropped at any time during the school day without consequences.

- eyeglasses
- medication
- money
- homemade food (no fast food drop offs)

Transportation

Because MacArthur Fundamental Intermediate School is an alternative school of choice, transportation to and from school is the responsibility of parents and/or guardians. Students should be picked up within 30 minutes of dismissal. If students require supervision after school, please enroll them in Engage 360.

Visitors

Per District Policy, all visitors must sign in at the Front Office and be entered into the SAUSD Raptor System. ID cards, such as a driver's license, must be presented in order to be screened. Visitors will then receive a badge that must always be worn while on campus. Please park in the stalls marked specifically for visitors.

Texting

To maintain campus cell-phone expectations, we ask that parents refrain from texting during the school day. Please call the office directly if you need to get into contact with your child during the school day.

MULTI-TIERED SYSTEMS OF SUPPORT

Universal Screening Tools

Assignment Cards

To provide daily monitoring of academic progress, every classroom teacher will utilize Assignment Cards to ensure academic accountability. As a progressive system of classroom and schoolwide interventions, the Assignment Card will develop a sense of responsibility among students and allow them to self-correct problematic academic behaviors. Additionally, parents will be informed of students' progress through the steps and may also intervene to resolve problem behaviors.

Step	Action	Possible at each step
1	Teacher/Student Consult	
2	Classroom Intervention	
3	Parent Contact	
4	30 Minute Central Study Hall	Refer to student services
5	60 Minute Central Study Hall	Refer to student services
6	Refer to Counselor	Counselor Intervention
7	Refer to Assistant Principal	Tier 2 Intervention
8	Refer to Principal	Tier 2 Intervention

*Steps 3-8 require parent notification

Douglas MacArthur Fundamental Intermediate School

ASSIGNMENT CARD

Student I.D. Number _____

Name _____ Teacher _____ Period _____ Grade _____

	INTERVENTION	DATE	NAME
1 st	Teacher / Student Conference	_____	_____
2 nd	Classroom Intervention	_____	_____
3 rd	Parent Contact ____Notice ____E-mail ____Phone Call ____Parent Link	_____	_____
4 th	30 Minute Intervention	_____	_____
5 th	60 Minute Intervention and Parent Contact ____E-mail ____Phone Call ____Parent Link	_____	_____
6 th	Refer to Counselor	_____	_____
7 th	Refer to Assistant Principal	_____	_____
8 th	Refer to Principal	_____	_____

Revised 6/19

<u>Name of the Assignment</u>	<u>Reason Not Turned In</u>
1 st _____	_____
2 nd _____	_____
3 rd _____	_____
4 th _____	_____
5 th _____	_____
6 th _____	_____
7 th _____	_____
8 th _____	_____

Behavior Cards

To be prepared for academic success, students must meet three daily expectations in all classrooms: arrive prepared, demonstrate respect, and follow directions. As a progressive system of classroom and schoolwide interventions, the Behavior Card will clearly identify when students do not meet these expectations and allow them to self-correct problematic behaviors. Additionally, parents will be informed of students' progress through the steps and may also intervene to resolve problem behaviors.

Step	Action	Possible at each step
1	Teacher/Student Consult	
2	Classroom Intervention	
3	Parent Contact	
4	Classroom Intervention	
5	Classroom Intervention	
6	Parent Contact	
7	Refer to Counselor	Tier 2 Intervention
8	Refer to Assistant Principal	Tier 2 Intervention

Douglas MacArthur Fundamental Intermediate School

BEHAVIOR CARD

Student I.D. Number _____

Name _____ Teacher _____ Period _____ Grade _____

	INTERVENTION	DATE	NAME
1 st	Teacher / Student Conference	_____	_____
2 nd	Classroom Intervention	_____	_____
3 rd	Parent Contact	_____	_____
	____Notice ____E-mail ____Phone Call ____ParentSquare	_____	_____
4 th	Classroom Intervention	_____	_____
5 th	Classroom Intervention	_____	_____
6 th	Parent Contact	_____	_____
	____E-mail ____Phone Call	_____	_____
7 th	Refer to Counselor	_____	_____
8 th	Refer to Assistant Principal	_____	_____

Revised 6/24

Description of Behavior	Expectation Broken		
	Arrive Prepared	Demonstrate Respect	Follow Directions
1 st _____	_____	_____	_____
2 nd _____	_____	_____	_____
3 rd _____	_____	_____	_____
4 th _____	_____	_____	_____
5 th _____	_____	_____	_____
6 th _____	_____	_____	_____
7 th _____	_____	_____	_____
8 th _____	_____	_____	_____

Tardy Cards

At MacArthur, teachers maximize time for classroom instruction. Students are expected to be in their seats with their supplies out when the bell rings. For P.E. classes, students must be in the locker room when the tardy bell rings. To meet the expectations, teachers will monitor tardies with Tardy Cards using the steps below. Additionally, parents will be informed of students' progress through the steps and may also intervene to resolve problem behaviors.

Step	Action	Possible at each step
1	Teacher/Student Consult	
2	Classroom Intervention	
3	Parent Contact	
4	30 Minute Central Detention	Refer to student services
5	60 Minute Central Detention	Refer to student services
6	Refer to Assistant Principal	Tier 2 Intervention
7	Refer to Assistant Principal	Tier 2 Intervention
8	Refer to Principal	Tier 2 Intervention

*Steps 3-8 require parent notification

Douglas MacArthur Fundamental Intermediate School			
TARDY CARD			
			Student I.D. Number _____
Name _____		Teacher _____	Period _____ Grade _____
<u>INTERVENTION</u>	<u>DATE</u>	<u>NAME</u>	
1st Teacher / Student Conference	_____	_____	
2nd Classroom Intervention	_____	_____	
3rd Parent Contact	_____	_____	
____ Notice ____ E-mail ____ Phone Call ____ Parent Link	_____	_____	
4th 30 Minute Intervention	_____	_____	
5th 60 Minute Intervention and Parent Contact	_____	_____	
____ E-mail ____ Phone Call ____ Parent Link	_____	_____	
6th Refer to Assistant Principal	_____	_____	
7th Refer to Assistant Principal	_____	_____	
8th Refer to Principal	_____	_____	

Revised 6/19

Interventions

Academic Improvement Plans

An Academic Improvement Plan is an agreement among a student, parent, teacher(s), and counselor to raise the student's academic grade. The plan may include a tutoring schedule, making up missing or incomplete assignments, creating a homework or study schedule, or any other additional steps that will improve grades.

Agenda Check

When students continually receive Assignment Cards because of missing, incomplete, or failing to meet standards of homework or classwork, an Agenda Check will be initiated. The Agenda Check intervention consists of students collecting teacher, counselor, and parent signatures in the Agenda daily. The Agenda Check traditionally runs for two weeks but may be extended if necessary. The sixth step of the Assignment Card will automatically initiate the Agenda Check, but parents may also request an Agenda Check from an individual teacher on an as-needed basis.

Behavior Contracts

When students continually receive Behavior Cards because of missing supplies, classroom disruptions, repeated failure to follow classroom directions, or any other problematic behavior, a Behavior Contract may be issued. A Behavior Contract will distill specific changes a student needs to make, such as remaining in his/her seat or raising his/her before speaking, and draft an agreement among the student, parent, teacher, and counselor on how best to address the problem.

ChICO

A more intensive behavioral intervention than a Behavior Contract, the Check-In Check-Out program will require students to get daily feedback from all teachers to report back to parents.

COST Referrals

If problem behaviors are not improving through parent communication, Study Halls, Detentions, and/or Agenda Checks, a student may be referred to the Coordination Of Services Team. COST members will further investigate the student's needs to see if there are any school, district, or county-level resources to remedy the ongoing problematic behaviors the student has had. A COST referral may be initiated by teachers, counselors, administrators, or parents. COST referral forms are available in the front office.

Parent-Teacher Conferences

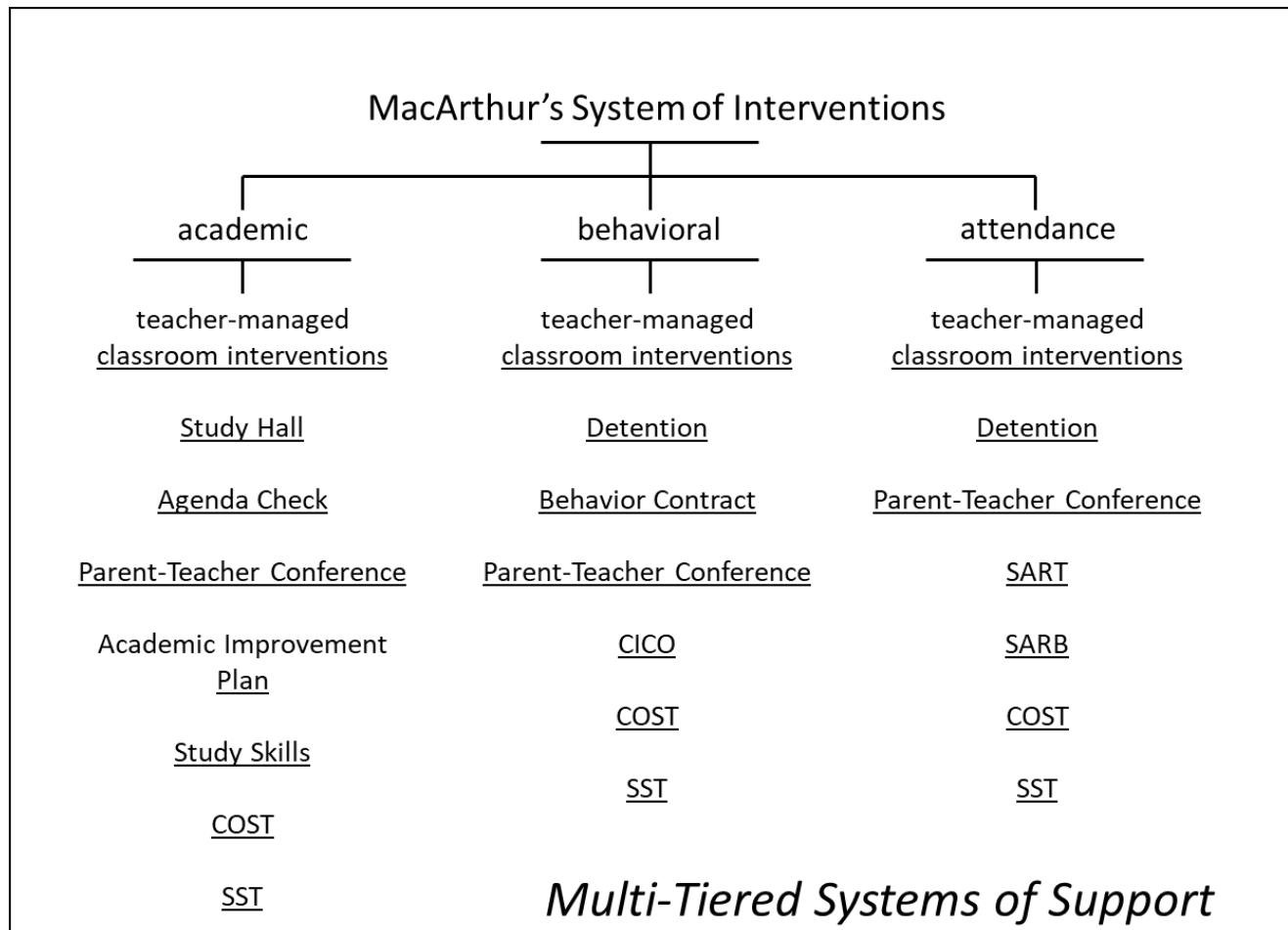
Having a meeting with students, parents, and counselors/administrators can be a powerful tool in clarifying problem behaviors and expectations. Each year, one parent conference day is scheduled for the Fall Semester, but not every student will have a conference scheduled because priority is given to students with significant academic or behavioral concerns. Outside of Parent-Conference Day, Parent-Teacher Conferences may be initiated at any point in the school year, if necessary, by the parent, teacher, counselor, or administrator.

SST

After a series of interventions have been unsuccessful, a committee of the student, parent, student's teachers, counselor, and administration will more closely study the student's progress and performance in a Student Success Team. This could include screening for learning disabilities as well creating individualized success plans.

Study Skills

Designed to improve student use of the binder/ Agenda and Aeries, students will have a series of lessons and activities to improve the fundamentals of being a MacArthur scholar. This intervention may be necessary when students do not respond to the Agenda Check or Academic Improvement Plans.



CENTRAL CONSEQUENCES

Campus Discipline

An inherent part of the discipline plan at MacArthur Fundamental Intermediate School is its consistent and active enforcement of the school policies and procedures. When students fail to meet the established rules, expectations, or procedures, then consequences are issued.

Campus Beautification

Campus Beautification is a community service-based, restorative consequence. When assigned Campus Beautification, students pick up litter found on the ground during lunch or after school. They are given gloves to wear and a bag to fill. The goal of this consequence is to provide a productive way for students to restore negative behavior with a positive one, helping to keep the campus free from trash.

Study Hall and Detention

Study Hall and Detention range from 30 to 60 minutes. Study Hall is an intervention that provides a structured environment for completion of work and/or assignments. Detention, in turn, is intended to serve as a disciplinary aid in improving student's lack of preparedness, negative behavior, tardiness, etc.

Students are expected to take home all Study Hall and Detention forms to be signed by a parent or guardian. These forms are returned to Student Services before school the following school day. All interventions/ consequences are doubled when a student fails to return the signed form before school begins on the due date. Skipping the intervention or consequence will result in progressive consequences.

1. Students are required to write the date of the Study Hall or Detention in their Agenda and are responsible for checking the Student Services window to find out the location in which the consequence is to be completed. It is the parent's responsibility to make transportation arrangements for their child to successfully complete the consequence.
2. Students are expected to complete the consequence on the day they have been assigned. Tardiness is considered a 'no show' and the consequence will be reassigned and extended or intensified to a greater intervention (e.g. a 30-minute Detention becomes a 60-minute).
3. Each student assigned to a consequence is expected to take care of all personal needs before he/she enters detention. This includes going to lockers and bathrooms.
4. The teacher may assign specific seats and specific instructions. All directions of the detention teacher are to be followed. Teacher discretion is the determining factor in the case of any disturbance or misbehavior; if a student is asked to leave study hall or detention due to disruptive behavior or failure to follow instructions, the amount of time assigned to additional intervention will be doubled.
5. Students assigned a consequence must bring supplies and work to the Study Hall or Detention. Students who have finished assigned homework will be expected to finish the intervention by reading appropriate books. Comic books, teen magazines, etc., are not to be brought to detention.
6. Students may only be excused with permission from the teacher.
7. If a student leaves early for any reason, the student will repeat the entire consequence.

180-minute Intervention and Study Hall

Both 180-minute Intervention and Study Halls are more intensive than the 30- and 60-minute interventions. This is an office-managed intervention that has become necessary because students are not responding to teacher-managed interventions. While all the expectations from the 30- and 60-minute interventions are still in effect, there will be additional curriculum for students to help turn around their problematic behavior.

180-minute Intervention and Study Hall begins at 2:40 PM and ends at 5:40 PM. Parents will be notified in advance as to the date a student is to attend the consequence. All forms must be signed and turned in to the Student Services Office before school begins or an additional consequence will be assigned. It will be the responsibility of the parent of the student assigned to a 180-minute consequence to arrange for the child's transportation.

1. The student must attend on the day he/she has been assigned. Just as parents arrange for regular transportation during the week, it will be the parent's responsibility to make arrangements when a student has a 180-minute Intervention or Study Hall.
2. Students entering after 2:40 PM will be considered tardy and will be given an additional consequence.
3. Students need to be picked up no later than 6:00 PM
4. If a student leaves the consequence early due to parent request, the student will have the intervention rescheduled and extended.
5. No one will be released from the consequence without parent/guardian permission. Failure to attend will result in a reassignment with an extended consequence.
6. Students attending a 180-minute Intervention or Study Hall must follow the directions of the MacArthur staff.
7. Students must bring their 3-ring binder, Agenda, school supplies and an independent reading book with them. Additional work will be assigned to students.

Suspensions

There are times that, because of the seriousness of an offense, a student is suspended from school. When this happens, the following conditions are in effect:

1. The student is in complete custody and jurisdiction of his/her parents or legal guardian during the entire period of suspension.
2. The student may not be on the campus of any school in the Santa Ana Unified School District during school or non-school hours while suspended.
3. The student may not return to school from a suspension until a parent has met with a school administrator.

Fundamental Probation

Should a student be referred to Student Services on a regular basis without showing signs of a significant effort to improve, a student will be placed on fundamental probation. This step is taken after the school has offered academic supports, interventions and repeated efforts to work with both the student and parent(s) or guardian(s). A meeting will be held with the parent or guardian and student. A letter will be sent to inform the parent or guardian that the student has been placed on fundamental probation.

Students who are suspended will be placed on probation. Students will receive appropriate interventions and support from the school. If a student continues to have disciplinary issues, they may be referred to Pupil Support Services for review and possible transfer to another intermediate school.

Loss of Privileges

To participate in any field trip, dance, extra-curricular activity, public contest, performance, athletics, or to be a member of student government, a student must maintain a 2.0 G.P.A. for the previous and present grading period or semester. Weekly school eligibility standards will be imposed on all students participating in athletic and co-curricular activities.

If a student is absent from school, he/she will not be allowed to participate/perform in any school-sponsored activity that afternoon, evening, or weekend. A student must attend school at least ½ day or more to participate in the event.

MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL CONTRACTS

Student Contract

As a student of MacArthur Fundamental Intermediate School, I shall:

1. Strive for excellence in citizenship and academic work. I will complete all assignments neatly, accurately, on time, and make-up work during all absences within the period established by the teacher.
2. Comply with all requirements for each subject.
3. Show respect for all students, teachers, administrators, staff members, guests, and school property.
4. Comply with the School and District Code of Student Conduct.
5. Be prepared for learning in each classroom every day.
6. Follow the uniform or dress code policy.
7. Attend all classes, on time, unless ill or excused.

I have read the above agreement, and I will abide by it.

Student's Name Printed

ID Number

Grade

Student Signature

Date

Parent Contract

As a parent of a student attending MacArthur Fundamental Intermediate School, I shall support the goals and philosophy of the fundamental school program and agree to:

1. Assist the student in achieving the required academic standards.
2. Participate in all conferences with school personnel when requested.
3. Follow through on mutually agreed-upon decisions regarding the student.
4. Know and enforce the school's tardy and absence policies and be responsible for the student's regular attendance and arriving to school on time.
5. Support the school's homework policy and check the student's Agenda each night.
6. Be responsible for reading the school's handbook with the student.
7. Support all school policies and procedures.
8. Support the uniform and dress code policies.
9. Attend Back-to-School Night, Open House, and other important school functions.

I understand that MacArthur Fundamental Intermediate School provides an alternative program and that no transportation is provided.

I understand that I must live or work within the boundaries of the Santa Ana Unified School District for my child to attend MacArthur Fundamental Intermediate School.

I have read the above agreement, and I will abide by it.

Parent Signature

Date

Staff Contract

As a staff member of MacArthur Fundamental Intermediate School, I agree to:

1. Consistently support the MacArthur Fundamental Intermediate School philosophy and enforce the rules with all students. This includes, but is not limited to, uniform and dress code policy, Assignment Card, Behavior Card, and Tardy Card.
2. Explain school expectations, instructional goals, and grading systems to students and parents.
3. Maintain a classroom environment conducive to outstanding student achievement.
4. Develop a progressive classroom discipline plan that fosters student responsibility and adherence to the Student Code of Conduct.
5. Show respect for all students, parents, staff members, and guests and serve as a positive role model.
6. Provide a challenging and rigorous standards-based academic program that is appropriate for the grade level of the student.
7. Notify parents of student progress in a timely manner.
8. Recognize outstanding student achievement.
9. Participate in meetings that focus on the standards and student improvement issues.
10. Actively participate in staff development opportunities and implement skills/knowledge learned.
11. Attend all staff and department meetings.
12. Support and promote school programs, extra-curricular activities, and clubs on campus.
13. Recognize the uniqueness of the middle school child and his/her varying levels of maturity.

I have read the above agreement, and I will abide by it.

Staff Signature

Date

Administrator Contract

As a Principal/Assistant Principal of MacArthur Fundamental Intermediate School, I agree to:

1. Communicate to all students, parents, and staff the philosophy of MacArthur Fundamental Intermediate School.
2. Provide instructional leadership by supporting teachers in their classrooms, allocating funding for important instructional resources and providing appropriate training for staff and parents.
3. Reinforce and support the partnership between parents, students, and staff by creating an environment of mutual communication.
4. Ensure a safe, clean, and orderly school environment where academic achievement is the focus.
5. Consistently enforce the rules and regulations of MacArthur Fundamental Intermediate School.
6. Inform parents of academic, behavioral, or other concerns about their student when appropriate.
7. Be responsible for the operation of the school.

I have read the above agreement, and I will abide by it.

Administrator Signature

Date

Drop-off and Dismissal Policies

To ensure safety for all of our students and reduce traffic issues within our neighborhood, please adhere to the following safety guidelines:

- Students should be picked up within 20 minutes after dismissal. Students needing supervision after this time should be enrolled in Engage 360.
- Students who are being picked up should wait in front of school or at lunch tables near Wellness Center.
- Students who are walking home should walk directly home.
- Students who are enrolled in Engage 360 should report directly to the program.
- Students are not allowed to re-enter once they have left campus.
- Students who have after school activities/responsibilities must remain on campus until those activities are over.
- Please pick up or drop off your students in front of the school. Supervision is provided in front of the school before school and during dismissal.
- Follow designated drop off and pick up patterns.
- Street drop off and pick-ups should only occur on the school side of Alton.
- Students should only walk on sidewalks and not through the parking lot or street. Please do not drop off or pick up your students in the middle of the parking lot or any place they will have to cross a street in traffic.
- For student safety, **students may not loiter in Lillie King Park or any other neighborhood areas.** Students who are in Lillie King Park after dismissal will be directed back to school.
- Follow all traffic regulations. Traffic around MacArthur is monitored by SAUSD Police and SAPD.
- Follow all parking regulations. Do not park in crosswalks or block traffic. Cars parked in the church across the street will be cited and towed.

Thank you for your cooperation.