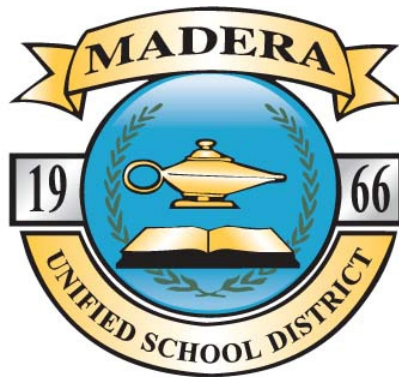


MADERA UNIFIED SCHOOL DISTRICT

PARENT AND STUDENT RIGHTS & RESPONSIBILITIES HANDBOOK 2010/2011

BUILDING FOR THE FUTURE...



Mission Statement

Where the futures of children are driven by their aspirations,
not bound by their circumstances.

Vision Statement

The Highest Student Achievement
A Safe and Orderly Learning Environment
Financially Sound and Effective Organization



MADERA UNIFIED SCHOOL DISTRICT 2010-11 Calendar

JULY 2010						
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HOLIDAYS = H

Sept. 6 Labor Day
Oct. 11 Columbus Day

Nov. 11 Veterans Day
Nov. 12 Board Declared Holiday

Thanksgiving Break
November 22 — November 26

Nov. 25 Thanksgiving Day
Nov. 26 Board Declared Holiday

Winter Recess
December 20 — January 7

Dec. 24 Board Declared Holiday
Dec. 31 Board Declared Holiday

Jan. 17 Martin Luther King, Jr., Day
Feb. 14 Lincoln's Day (observed)
Feb. 21 Washington's Day (observed)

Spring Recess
April 18 — April 25

April 22 Board Declared Holiday
May 30 Memorial Day

Attendance Periods

Period	# Days
1) 08/16/10 - 09/10/10	19
2) 09/13/10 - 10/08/10	20
3) 10/11/10 - 11/05/10	19
4) 11/08/10 - 12/03/10	13

P-1 Subtotal 71

5) 12/06/10 - 01/21/11	19
Month 5 Excludes Winter Recess	
6) 01/24/11 - 02/18/11	19
7) 02/21/11 - 03/18/11	19
8) 03/21/11 - 04/15/11	20

P-2 Subtotal 148

9) 04/18/11 - 05/13/11	14
10) 05/16/11 - 06/02/11	12

Annual Total 175

INSTITUTE DAYS = I

August 12th and 13th

CST TESTING WINDOW

— APRIL 1st - MAY 9th —

First Semester

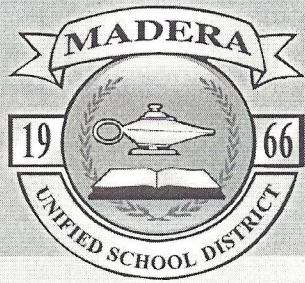
1st Qtr—Aug 16th - Oct 15th — 43 days
2nd Qtr—Oct 18th - Dec 17th — 38 days

Second Semester

3rd Qtr—Jan 10th - Mar 18th — 47 days
4th Qtr—Mar 21st - June 2nd — 45 days

Non-School Day

Board Approved: January 27, 2009



MADERA UNIFIED SCHOOL DISTRICT

2010 / 2011

1902 Howard Road
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Fax: (559) 675-1186
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Phillip D. Janzen, President
Robert E. Garibay, Clerk
Ricardo Arredondo, Trustee
Dr. Loraine Goodwin, Trustee
Michael Salvador, Trustee
Ray G. Seibert, Trustee
Michael H. Westley, Trustee

Dear Parents and Students

It gives me great pleasure to welcome you to the excellent schools of Madera Unified School District. The Board of Education and staff are committed to help children grow academically, socially and emotionally.

The best can happen for your child when we work together as a team. Staff is committed to teach and instill the value of learning and to help prepare your child for the future. Parent support and assistance is so important to help children learn the value and importance of their education.

The information in the Student - Parent Handbook will help you and your child(ren) know more about your school.

Please call your school if you have any questions or concerns about any of our programs or procedures.

Best wishes for a very successful school year!

Sincerely,

John Stafford
Superintendent

Highest Student Achievement

Safe and Orderly Learning Environment

A Financially Sound and Effective Organization

**Where the futures of children
are driven by their
aspirations, not bound by
their circumstances.**

About the Parent Notifications and Code of Student Conduct

This Parent Notifications and Code of Student Conduct handbook represents an effort by the Madera Unified School District to provide you with not only information which we must, according to law (E.C. 48980) provide you but also with information which we think will be useful.

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ATTENDANCE

Compulsory Attendance

Persons between the ages of 6 and 18, unless otherwise exempted, must attend school on a full-time basis in their school district of residence (E.C. 48200).

Student Residency

A student may be enrolled in the District if:

1. The student's parent, legal guardian or other person having control and charge of the student resides in the District (E. C. § 48200).
2. The student is placed in a regularly established children's institution, licensed foster home, or family home.
3. He or she is an emancipated student who lives in the District.
4. The student lives in the home of an adult who has submitted a caregiver affidavit.
5. The student resides in a state hospital within the District (E. C. § 48204).

The law allows, but does not require a district to accept a student for enrollment where one or both of the student's parents or legal guardian is physically employed within the district's boundaries (E. C. § 48204).

Schools of Choice Within Madera Unified – “Open Enrollment” Option

Education Code section 35160.5(b) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

1. Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
2. In cases in which there are more requests to attend a school than there are openings, the selection process must be “random and unbiased,” which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
3. Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
4. A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.
5. If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Applications to attend a school other than the school the pupil would normally attend must be submitted during March or

April of the PRECEDING school year. Permits are subject to revocation under certain circumstances. Permits must be renewed annually, with approval subject to conditions specified in policy. Contact any school office or the Office of Facilities Planning at 675-4548 for “Open Enrollment Transfer Request” forms. Parents/Guardians are responsible for transportation.

State regulations (5 CCR 432) require parents to annually verify their residence within the district.

Schools of Choice Within Madera Unified – “Other Intra-District Transfer Permits”

Parents/guardians may request the transfer of their child(ren) to a school of choice during the same year of the application. Certain restrictions apply. First, all “open enrollment” applicants are to be given preference, prior to considering a “Other Intra-District Transfer Permit.” Second, no such transfer request may be honored during the first two weeks of the school year, in order to allow residents of the attendance area the opportunity to attend their normal school. Principals may waive this restriction, if they are confident that their schools will have ample space. Parents/guardians are responsible for transportation and permits are subject to revocation under certain circumstances. Permits are not valid beyond the year in which they are granted. Contact any school office or the Facilities Planning and Construction Management at 675-4548 for “Other Intra-District Transfer Request” forms.

Transfer Into or Out of the Madera Unified School District

If granted an “Inter-District Attendance Permit,” pupils whose parents/guardians are residents of the Madera Unified School District, may attend school in another School District. Similarly, pupils residing outside of the Madera Unified School District may be allowed to attend Madera's schools. The Governing Board will allow such transfers for a limited number of reasons. Preference is given to the requests of parents/guardians of pupils (K-12) whose place of employment is located within the district of desired attendance area (E.C. 48204 – BP 5117). Information about procedures and applications (forms) are available from the Office of Facilities Planning and Construction Management at 675-4548 for “Other Intra-District Transfer Request” forms.

Denied requests for transfers out of or into the Madera Unified School District for reasons other than parental or guardian place of employment may be appealed to the County Office of Education serving the county in which the denying district is located. The telephone number for the Madera County Office of Education is 673-6051.

Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

4. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.
5. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for parent information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district (E. C. § 58501).

Temporary Disability

A temporary disability which makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the pupil's parent or guardian to notify the school district in which the pupil is deemed to reside of the pupil's need for individualized instruction. A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student's school district of residence, shall be deemed to comply with the residency requirements of the school district in which the hospital is located (E. C. § 48206.3, 48207, 48208, 48980(b)). Contact the Office of Student Services (675-4500 ext. 235 or 236) for additional information.

Leaving School Grounds

Pupils must remain at school during the school day, except in the following circumstances:

1. Participation in a school-sponsored activity, such as a sporting event or "field trip." On such occasions, pupils must remain with supervising personnel.
2. Seniors, who are in good standing at Madera High School or at Madera South High School, may leave for lunch. While seniors may be held accountable for their behavior during such time, "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds" (E.C. 44808.5).

Excused Absences - Education Code Section 48205

Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.

6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

"Immediate family," as used in this section refers to mother, father, grandmother, grandfather, or a grandchild of the pupil or of the spouse of the pupil, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the pupil, or any relative living in the immediate household of the pupil (Ed. Code 48205).

Absence for Religious Exercises and Instruction – Education Code Section 46014

Pupils may be excused, with written permission from a parent or guardian, in order to participate in religious exercises or receive moral and religious instruction away from school property. Every pupil so excused must attend a minimum school day (Ed. Code, 46014).

No Academic Penalty for Excused Absence

No pupil may have his or her grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified in "Excused Absences" when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (E. C. § 48205, 48980(j)).

Excessive Absences

Six (6) excused absences or more by a student in any one quarter (approximately 9 weeks) will require the student's parents to contact school personnel and provide verification in order for further absences to be allowed as excused. Twenty (20) excused absences or more accumulated during the school year will require the student's parents to contact school personnel and provide verification. Otherwise, no further absences will be allowed as excused.

Need for Absence Note

If the absence will be for several days, a phone call the first day will be appreciated. When students who have been absent for one or more days return to school, they must present a satisfactory explanation verifying the reason for the absence. Unclear absences become unexcused three (3) days or 72 hours after a student returns to school. Unless verification is obtained, the school must record any absence as unexcused with the following possible consequences:

1. The student may be classified as truant (see below).
2. The student may not be allowed to make up missed assignments/tests.

The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative.
3. Verification from a physician/dentist or health organization staff.

Non-participation of Physical Education (P.E.)

Non-participation of Physical Education (P.E.) for more than three days requires a written note from a physician. Non-participation of P.E. for three days or less requires a written note from the parent or legal guardian.

The district Wellness policy supports physical activity to reduce obesity and the development of chronic diseases such as Diabetes. A "Physical Education Recommendation" form is required to be submitted for consideration of modification of participation in required Physical Education classes. The form can be obtained from the school nurse.

Tardiness

When students are late to school they should bring a note stating the reason for the tardiness. They may be asked to make up the time at the end of the school day.

Unexcused Absence – Truancy

"Any pupil subject to compulsory education... who is absent from school without valid excuse three full days in one school year or tardy [late] for more than any 30-minute period or absent during the school day [cutting] without a valid excuse on three occasions in one school year, or any combination thereof, is truant..." (E.C. 48260).

"Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as truant..." (E.C. 48261).

"Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year..." (E.C. 48262).

Thus, a pupil becomes an "habitual truant" if s/he is absent without valid excuse six full days in one school year or tardy [late] for more than any 30-minute period, or absent during the school day [cutting] without a valid excuse on six occasions in one school year, or any combination thereof.

Students who are classified as habitual truants may be subject to any/all of the following: (a) required to attend Saturday make-up

classes; (b) referred to the local School Attendance and Review Board (SARB) (c) referred to the District Attorney. Parents/guardians of truant students may be fined in Court for their failure to insure attendance at school.

Public assistance benefits may be reduced to families for pupils who are absent without valid excuse from school for more than one school day per month.

Letters/Notices of Truancy

The District uses an automatic, computer-based system ("Truancy Hunter") to generate notices to families whenever pupils initially become truant, whenever pupils subsequently fail to attend to school as required by law, and whenever pupils become chronically or habitually truant. Pupils, who become habitually truant, will be referred to the District's Attendance Officer.

NONDISCRIMINATION & COMPLAINTS

Declaration of Nondiscrimination

District programs and activities shall be free from discrimination. Students shall be provided an equal opportunity in all educational programs and activities regardless of disability (mental and physical), gender (includes gender identity and gender related appearance and behavior whether or not associated with the person's assigned sex at birth), nationality (includes citizenship, country of origin and national origin), race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or the perception of one or more of such characteristics (Ed. Code, 210-214, 220 et seq., 6626066264, Cal. Code Regs., Tit. 5, 4900 et seq., 20 U.S.C. 1681 et seq, 29 U.S.C. 794, 42 U.S.C. 2000d et seq., 42 U.S.C. 12101 et seq., 34 C.F.R. 106.9).

Equal Opportunity

Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students (Title IX of the Education Amendments of 1972). Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the following District officials:

Darren Sylvia, Chief Academic Officer
(Madera High School Pyramid)
Robert Chavez, Chief Academic Officer
(Madera South High School)
1902 Howard Road, Madera, CA 93637
559-675-4500, Ext. 246.

Prohibition of Gender Bias in Classes, Courses of Study, Guidance, Counseling and Physical Education

Except for classes, related sex education (E.C. 51550), all classes and courses must be open to enroll pupils regardless of their gender, and all classes and courses must be conducted without regard to the gender of the pupils enrolled. Vocational and school guidance may not differ on the basis of gender. All pupils, regardless of gender, must be offered counseling that does not differentiate career, vocational, or higher educational opportunities on the basis of sex of the pupil counseled. School personnel acting in a career counseling or course selection capacity shall affirmatively explore with the pupil the possibility of careers, or

courses leading to careers, that are nontraditional for that pupil's sex. Parents are hereby encouraged to participate in counseling sessions and decisions. Physical education activities/sports, which are required for pupils of one sex, shall be available to pupils of each sex (See E.C. 221.5).

Expectant Mother

Pregnant and parenting students are not excluded from participation in their regular school program. If a student voluntarily agrees to participate in a specialized program for pregnant and parenting teens, the program is comparable to that offered to non-pregnant students.

Uniform Complaint Procedures Board Policy 1312.3

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow the Uniform Complaint Procedure when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. The Uniform Complaint Procedure shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child-care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Complaints regarding (a) deficiencies related to instructional materials, (b) the condition of a facility that is not maintained in a clean or safe manner or in good condition, and (c) teacher vacancy or misassignment [are addressed by] Administrative Regulation 1312.4.

Preference for Early Informal Resolution of Complaints

The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board believes that the community is more efficiently served by authorizing the site principal or program manager to address complaints informally and promptly. The public is also accustomed to express their concerns to this level of management. Site principals and program managers are readily familiar with applicable local circumstances, can personally conduct or closely coordinate any necessary investigation, can directly and quickly implement appropriate remedies insofar as they have direct control of staff and programs. Site principals or program managers can monitor compliance with directives and compel compliance if necessary. Therefore, a complainant shall be given the option of pursuing an informal resolution of her/his complaint at the site level.

If the complainant does not wish to pursue an informal resolution of her/his complaint at the site level, or in instances in which the complainant is dissatisfied with the findings, conclusions, or response of the site principal or of the program manager when handled in formally, the complainant may file a complaint in accordance with the Uniform Complaint Procedure as found in the corresponding regulation (see AR 1312.3).

In those circumstances in which the site principal or program manager has become a subject of the complaint, the site principal's or program manager's direct supervisor shall oversee the informal resolution of the complaint.

Confidentiality

The Board acknowledges and respects every individual's right to privacy. Complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes

keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records) (cf. 9011 - Disclosure of Confidential/Privileged Information).

Protection from Retaliation

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant or any individual associated with the complainant.

Third-Party Mediation

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties to a dispute. In accordance with Uniform Complaint Procedure, whenever all parties to a complaint agree to try and resolve a complaint through mediation, the Superintendent or designee shall initiate mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

Availability of Complaint Forms

Complaint forms are available at the following locations in these District Offices: Human Resources, Educational Services, Student Services, State and Federal Projects, Business Services, Maintenance and Operations. Forms are also available at all schools. The completed form must be turned in to the Office of the Chief Academic Officer for processing.

Uniform Complaint Procedures Administrative Regulation 1312.3

Applicability of the Uniform Complaint Procedure

The Board of Trustees recognizes that there are many areas of concern. The Uniform Complaint Procedure (UCP) is intended to address two classes of those concerns.

1. Allegations of failure to comply with state and/or federal laws in specified programs. The specified programs to which the Uniform Complaint Procedure is applicable are those "programs/services" that are enumerated below in the section entitled, "Compliance Officers; Coordinators of Non-Compliance."
2. Allegations of discrimination against persons based upon their actual or perceived characteristics that are recognized as protected classes. The prohibition against discrimination against persons involves these actual or perceived personal attributes: age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Routing Complaints

Because there are many forms of complaints and multiple procedures designed to address them, complainants must be afforded guidance through what can be perceived as a very complex system.

The following general principles are to be followed to insure that complainants are connected with the appropriate district personnel and to insure that the appropriate procedures are used:

1. Community Members or Employees shall contact site principals and program managers with concerns of any kind. Site principals and program managers are responsible for informally resolving all complaints, including those in which the Uniform Complaint Procedure is applicable.
2. Community Members or Employees shall direct complainants to the Office of the Chief Academic Officers

when complainants register their concerns at the District Office.

3. In all cases in which the Uniform Complaint Procedure is applicable, site principals, program managers, and the Office of the Chief Academic Officers shall take the following actions:
 - a. Advise the complainant of her/his right to invoke the formal Uniform Complaint Procedure, including those instances in which successful resolution at the informal level appears likely.
 - b. Provide complainants with a copy of the Uniform Complaint Procedure form and offer assistance in filling out the form as needed.
 - c. Advise complainants that all Uniform Complaint Procedure forms are submitted to the Office of the Chief Academic Officers.
4. The Office of the Chief Academic Officers is responsible for all of the following activities:
 - a. Receive and logging of complaints.
 - b. Assignment of the complaints to the appropriate case carriers, such as Program Managers (cases alleging non-compliance with laws governing program operations), Directors of Human Resources (allegations of discrimination by district personnel, including failure to adequately protect students), or the Office of Student Services (student-on-student discrimination).
 - c. Monitoring cases through their resolution, including any possible appeals.
 - d. Maintenance of all records pertaining to each case.

Compliance Officers

The Governing Board designates the following compliance officer(s) to directly receive complaints from complainants or to indirectly receive complainants through the Office of the Chief Academic Officers. The following compliance officers are authorized to investigate complaints and to ensure district compliance with law in the following programs/services:

Adult Education

Director of Adult Education
26355 Avenue 13
Madera, CA 93637
559-675-4425

Consolidated Categorical Aid Programs - State and Federal Projects

Director of Categorical Programs
1902 Howard Road
Madera, CA 93637 – 559-675-4500, Ext. 225

Migrant Education

Director of Migrant Education
Merced County Office of Education
632 W. 13th Street
Merced, CA 95340
209-381-6600

Vocational Education

Coordinator of Occupational Education and Regional Occupational Programs
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 250

Child Care and Development Programs

Director of Curriculum Instruction & Assessment
Support Programs
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 225

Preschool Educational Specialist

525 E. Yosemite Avenue
Madera, CA 93638
559-675-4003

Child Nutrition Programs

Director of Child Nutrition Programs
769 South Pine Street
Madera, CA 93637
559-675-4546

Special Education Programs

Director of Special Services
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 266

Federal School Safety Planning Requirements

Associate Superintendent of Business
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 275

Sufficiency of Text Books and Instructional Materials

(Williams Agreement, See AR 1312.4)
Chief Academic Officer
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 246

Emergency or Urgent Facilities Conditions Posing a Threat to Health and Safety

(Williams Agreement, See AR 1312.4)
Associate Superintendent of Business
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 269

Teacher Vacancy or Misassignment

(Williams Agreement, See AR 1312.4)
Director of Certificated Human Resources
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 275

The Governing Board designates the following compliance officer(s) to directly receive or to indirectly receive complaints through the Office of the Chief Academic Officers and to investigate complaints regarding unlawful discrimination:

Incidents Involving Discrimination by Certificated Staff

Director of Certificated Human Resources
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 275

Incidents Involving Discrimination by Classified Staff

Associate Superintendent of Business
1902 Howard Road
Madera, CA 93637
559-675-4500 Ext. 275

Incidents Involving Discrimination by Students

Director of Student Services
1902 Howard Road
Madera, CA 93637

Knowledge Regarding Laws and Programs

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall meet the notification requirements of Title 5 California Code of Regulations section 462.2, including the annual dissemination of district complaint procedures and information about the applicability of the Uniform Complaint Procedure.

Investigation Procedure

If the complainant initially pursues an informal resolution at the site-level in lieu of filing a formal complaint and the attempt to obtain an informal procedure fails to result in a satisfactory resolution of the complaint, the complainant may file a formal complaint according to the following timelines and procedures. The timeline begins when the complainant subsequently formally files her/his written complaint, but the complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Within 60 calendar days from receipt of the complaint, the District shall complete the investigation in accordance with the following procedures. The 60-calendar day time period may be extended by written agreement of the complainant.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the properly designated Compliance Officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve complaint, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint.

To ensure that all pertinent facts are made available, the compliance office/investigator will determine appropriate procedures for each investigation, that will ensure an unbiased investigation and that all pertinent information is collected. These may include:

1. Individual interviews or meetings with the complainant, district staff members, students, or persons identified as witnesses.
2. Joint meetings with relevant persons.
3. Review of district documents or documents provided by complainants or other persons.

Step 4: Written Report

Within 35 days of receiving the complaint, the compliance officer shall prepare and send to the complainant and to the Superintendent a written report of the district's investigation and decision (findings), as described in Step 5 below.

The complainant officer's report shall be written in English and in the language of the complainant wherever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.
2. The findings made on each issue brought up during the investigation, and the rationale for the findings.
3. The corrective actions for each issue and finding, if any.
4. Notice of complainant's right to appeal to the District Board of Education or the California Department of Education (depending on the nature of the issues) and the procedures to be followed for initiating an appeal.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Step 5: Appeals Appeals to the Governing Board

If the complainant is dissatisfied with the compliance officer's decision (findings), he/she may, within five (5) days, file his/her appeal in writing with the Governing Board. Complainant must specify the reason or reasons for the appeal and a suggested remedy if any to the complaint.

The Governing Board may consider the matter at its next regular board meeting or at a special board meeting convened in order to

meet the sixty (60) day time limit within which the complaint must be answered.

The Governing Board may decide not to hear the complaint, in which case the compliance officer's decision is final.

The Governing Board may, in its discretion, determine whether to hear from the complainant and other relevant parties or make a determination from the administrative records.

If the Governing Board hears the complaint, the compliance officer shall send the Governing Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the compliance.

If the Governing Board does not hear the appeal, the compliance officer/investigator will notify the complainant and inform the complainant that the compliance officer's/investigator's decision is final.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision.

Direct Intervention by the Department of Education

The California Department of Education may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Title 5 California Code of Regulations section 4650 exists. In addition, the California Department of Education may also intervene in those cases where the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

Persons who believe the district has discriminated against them or another person on the basis of race, color, national origin, gender, disability, age, or in any activity conducted by the district, that receives or benefits from any Federal financial assistance may also file a complaint with the U.S. Department of Education, Office for Civil Rights, 50 United Nations Plaza, Room 239, San Francisco, Ca 94102, (415) 556-4275. District employees may also file a complaint with the California Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5 California Code of Regulations section 4622.

Additional Information

For assistance regarding the filing of complaints under the Uniform Complaint Procedure, call the Office of the Chief Academic Officers 675-4500 extension 246.

Williams Act Procedures Administrative Regulation 1312.4

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (E. C. § 35186)

1. Instructional materials

- a. A student, including an English learner, does not have standards-aligned textbooks, instructional materials, state- or district-adopted textbooks, or other required instructional materials to use in class.
- b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment

- a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester (Education Code 33126).

- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
- c. A teacher is assigned to teach a class for which, the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold (Education Code 35186. 5 CCR 4600).

- d. Pupils including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or

uninhabitable condition (Education Code 17592.72).

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days (Education Code 35186).

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received (Education Code 35186).

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee (Education Code 35186).

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled hearing (Education Code 36186).

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students as described in item #3a above, a complainant who is not satisfied with the resolution proffered by the principal, Superintendent, or designee may file an appeal to the Superintendent of Public Instruction (Education Code 35186).

Complaints and written responses shall be public records (Education Code 35186).

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the Board and the County Superintendent of Schools. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting (Education Code 35186).

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes (Education Code 35186).

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186 (Education Code 35186).

Sexual Harassment and Hate-Motivated Behavior (Hate Violence)

Prohibition of Sexual Harassment

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Prohibition of Hate-Motivated Behavior

It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights

and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, sex, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. The right to freedom of speech shall be weighed against the property right bestowed on students to a safe and orderly educational environment by the Constitution of the State of California.

Definitions

Prohibited "sexual harassment" includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting.

"Hate motivated behavior" is any act, or attempted act, intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, religious belief, sex, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic.

A "hate crime" is a criminal act or attempted criminal act committed against a person or his or her property because the person is, or is perceived to be, a member of a protected class.

Points to Remember

Sexual harassment could occur between people of the same gender – and hate violence between persons of the same race, nationality or cultural/ethnic group.

Students do not have to endure sexual harassment or hate violence. Students are urged to report such incidents as soon as possible.

Students are encouraged to report observed instances of sexual harassment or hate violence perpetrated against other persons, whether students or employees, even where the victim of the harassment or violence has not complained.

All District personnel are responsible to report incidents of sexual harassment and hate violence.

Site Level Grievance Procedure

Any student who feels that he/she is being or has been subjected to sexual harassment or hate violence shall immediately contact his/her teacher or any other employee with whom the reporter feels comfortable. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment or hate violence involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment or hate violence involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment or of hate violence is reported shall immediately investigate the complaint in accordance with administrative regulations. Where the principal or designee finds that sexual harassment or hate violence occurred, he/she shall take prompt, appropriate action to end the harassment or violence and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or

designee and refer the matter to law enforcement authorities, where required.

Unresolved Complaints

If the complainant is dissatisfied with the results of the actions taken in accordance with the grievance, the complainant may submit her/his persisting concerns to the principal's immediate supervisor (Chief Academic Officer) for review and resolution. If the complainant is still dissatisfied, she/he shall be advised that she/he may file a complaint in accordance with the Uniform Complaint Procedure (see Board Policy 1312.3).

Disciplinary Measures

Any student who engages in sexual harassment or hate violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

STUDENT DISCIPLINE

General Information

This section is intended to be a summary of the District's policies regarding "Student Discipline." If the need arises and you would like a copy the District's Board Policies and Administrative Regulations, which provide greater detail, please contact the Office of Student Services (675-4500 ext. 235 or 236). Should any part of this summary be in conflict with the District's Board Policy or Administrative Regulations, the Board Policy and Administrative Regulations shall control. In addition, if there is a conflict between the Board Policy and Administrative Regulations and State Law, State Law shall control (E.C. 35291 and 35291.5).

Copies of each school's rules may be obtained from the school office and are generally published in the Student/Parent Handbook.

Duties of Pupils

The California Code of Regulations, at Title 5 (5CCR) Section 300, requires pupils to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and restrain from the use of profane and vulgar language.

Education Code Section 44807 Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Unacceptable Behaviors and Disciplinary Consequences

Specific behaviors are forbidden by the Education Code and by District Policy. Violations of these laws and policies may result in advising and counseling students, conferencing with parents/guardians, detention during and after school hours, community service, placement in alternative programs, suspension (temporary removal from school), or expulsion (long-term removal from school).

Detention during lunch shall allow for a reasonable amount of time for lunch; and detention during recesses shall allow for attention to personal hygienic needs (E.C. 44807.5).

Corporal punishment shall not be used. The use of reasonable and necessary force by an employee to protect oneself or students or prevent damage to District property shall not be considered corporal punishment (E.C. 49001).

The severity of disciplinary consequences depends upon several factors such as the nature or seriousness of the offense and whether or not the offense is a first offense. Ordinarily, suspension (and expulsion) shall be imposed only when other means of correction fail to bring about proper conduct, or whenever the student has committed a serious, first-time offense; or when it is also determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process (E.C. 48900.5 and 48915).

In lieu of suspension from school, pupils may be assigned to On-Campus Suspension, to Community Service, to Saturday School, to Counseling, or to Anger Management.

Suspension and Expulsion

Teachers may suspend students from class for discipline violations. Teachers may require parents of suspended pupils to attend school with their children for a portion of the school day (E.C. 48900.1).

Principals may suspend students for up to five (5) school days for serious offenses. Students may also be suspended and recommended for expulsion for certain offenses. See the sections following the section entitled, "Suspendable and Expellable Offenses."

Students, who are recommended for expulsion, may have their suspension extended. Prior to extending the suspension, school officials will conduct a meeting in which the parents/guardians are invited to participate.

If a student is recommended for expulsion, the student and the student's parents/guardians are entitled to a hearing. The hearing will be conducted by an Administrative Hearing Panel of three or more certificated persons, none of whom are members of the Board or employed on the staff at the school in which the student is enrolled.

Appeals

Suspensions may be appealed at school sites having more than one administrator by contacting an administrator at the site who did not impose the suspension. At sites having only a single administrator (principal), contact the school site designee. The decision of these administrators is final.

If a student is expelled, whether or not the student's expulsion order is suspended, the student or the student's parents/guardians may, within thirty (30) days following the decision of the Governing Board, file an appeal to the County Board of Education at 673-6051.

Parents/Guardians Required to Attend Class

Board Policy 5131 authorizes teachers to suspend a pupil from their classrooms because the pupil has committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority. The teacher may also require parents to attend a portion of a school day in the class from which the student was suspended.

This policy shall apply only to a parent/guardian who lives with the student.

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law.

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

The principal or designee shall contact any parents/guardians who do not respond to the request to attend school.

After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee (Education Code 48900.1).

Loss of Privileges

Students who are suspended for alcohol and other drug violations shall lose school privileges for 45 calendar days. These include but are not limited to participation at dances and graduation ceremonies. Consult the site handbook regarding the possible loss of privileges for other violations.

Suspendable and Expellable Offenses

1. **48900(a)(1) PHYSICAL INJURY/VIOLENCE**
Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.
2. **48900(b) WEAPONS/DANGEROUS OBJECTS**
Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.

Note: Students are considered to be in violation of this provision if they provide prescription and/or nonprescription medications, vitamins, or other potentially harmful substances to others; or whenever they possess or use such substance without having obtained appropriate clearance (See Section on "HEALTH").

Students are considered to be in violation of this provision if they deliberately or recklessly cause others to come into contact with potentially contaminated body fluids or blood-borne pathogens.

Sunscreen is not considered to be an over-the-counter medication (E.C. 35183.5). Nor is it considered to be an otherwise potentially harmful substance. Pupils may use sunscreen during the school day without a physician's note or prescription, and without permission from school authorities.

Penal code 417.27 prohibits possession of laser pointers on campus or pointers on campus or pointer lasers at another person's eyes, at moving vehicles, or into the eyes of guide dogs.

3. **48900(c) DRUGS/ALCOHOL**
Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. **48900(d) FAKE DRUGS/ALCOHOL**
Unlawfully offered, arranged, or negotiated to sell a controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then

either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

5. **48900(e) ROBBERY/EXTORTION**
Committed or attempted to commit robbery or extortion.
6. **48900(f) PROPERTY DAMAGE**
Caused or attempted to cause damage to school property or private property.

"School property" includes, but is not limited to, electronic files and databases.
7. **48900(g) THEFT**
Stolen or attempted to steal school property or private property.
8. **48900(h) TOBACCO**
Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his or her own prescription products.
9. **48900(i) PROFANITY/OBSCENITY**
Committed an obscene act or engaged in habitual profanity or vulgarity.
10. **48900(j) DRUG PARAPHERNALIA**
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, defined in Section 11014.5 of the Health and Safety Code.
11. **48900(k) DISRUPTION/DEFIANCE**
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Examples include but are not limited to the following:
 - a. Trespassing, loitering, tardiness, and/or cutting classes.
 - b. Failure to attend class or school-related activities attentively.
 - c. Creating disruptive distractions.
 - d. Defiance or disrespect toward or verbal abuse of school personnel.
 - e. Violation of school rules, Board Policies (including the dress code and closed campus provisions) or laws, which govern student conduct.
 - f. Doing or saying things, which lead to or instigate fighting or physical aggression.
 - g. Engaging in fighting (pushing, shoving, wrestling, etc.), which is not intended to cause and is unlikely to cause physical injury.
 - h. Engaging in gang-related activities, which, taken one at a time, do not have the effect of creating a hostile or intimidating environment, or of materially disrupting school activities.
 - i. Doing or saying things, which border on "sexual harassment" as defined in Education Code section 48900.2 (see below).

- j. Doing or saying things, which border on “hate violence” as defined in Education Code section 48900.3 (see below).
 - k. Doing or saying things, which otherwise demean or defame a person or cause the person emotional distress.
 - l. Making false accusations against another – including the commission of perjury.
12. **48900(l) RECEIPT OF STOLEN PROPERTY**
Knowingly received stolen school property or private property.
 13. **48900(m) IMITATION FIREARM**
Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar to physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. **48900(n) SEXUAL ACTS**
Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 15. **48900(o) INTIMIDATION OF WITNESS**
Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
 16. **48900(p) SOMA**
Unlawfully offered, arranged, to sell, negotiated to sell, or sold the prescription drug Soma.
 17. **48900(q) HAZING**
Engaging in, or attempted to engage in hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
 18. **48900(r) BULLYING**
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
32261(f) As used in this chapter, “bullying” means one or more acts by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4.

32261(g) As used in this chapter, an “electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
 19. **48900(t) AIDING AND ABETTING**
A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or

serious bodily injury shall be subject to discipline pursuant to subdivision (a).

20. **48900.2 SEXUAL HARASSMENT**

Committed sexual harassment as defined in Section 212.5.

The conduct described in Section 212.5 must be considered by reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in Kindergarten and grades 1 to 3, inclusive.

Section 212.5, defines “sexual harassment” as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

21. **48900.3 HATE VIOLENCE**

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233.

As used in this section, “hate violence,” means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code” (E.C. 233).

This section applies to pupils enrolled in grades 4 to 12, inclusive.

Hate violence is the commission of any crime, which is accompanied by an expression of hostility against a person or property or institution because of the victim’s real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Specifically prohibited is the use of force or the threatened use of force to willfully injure, intimidate, interfere with, or oppress any person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state and nation.

22. **48900.4 INTENTIONAL HARASSMENT/INTIMIDATION**

Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

This section applies to pupils enrolled in grades 4 to 12, inclusive.

23. **48900.7(a) TERRORISTIC THREATS**

A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determined that the pupil has made terroristic threats against school officials or school property, or both. **(b)** For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the

protection of school district property, or the personal property of the person threatened or his or her immediate family.

48915(c) State Required Recommendations for Expulsion

1. Possessing, selling, or otherwise furnishing, a firearm.
2. Brandishing a knife.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of section 48900.
5. Possession of an explosive.

48915(a) State-Mandated Consideration of Expulsion

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Madera Unified Board-Mandated Consideration of Expulsion (BP 5144.1)

1. Commission of an assault or battery upon a student or other person resulting in an injury requiring the attention of a licensed medical practitioner.
2. Repeatedly engaging in mutual combat (three or more fights within 24 months irrespective of the level of injury caused, attempted, or threatened).
3. Threatening or menacing school staff.
4. Possession of a firearm, a knife of any size, an explosive device including firecrackers and fireworks, or of any dangerous object or weapon as defined in Board Policy 5131.7.
5. Second violations of Education Code sections 48900(c), 48900(d), 48900(j), and/or 48900(q).
6. Possession of drugs for purposes of sale as evident from both the quantity and packaging of the substances.
7. The provision of controlled substances to others with or without monetary or other form of exchange.
8. Board Policy 5131.6 requires any student found in violation of Education Code sections 48900 and/or 48900(d) and/or 48900(j) to attend at least eight substance abuse prevention educational counseling sessions. Failure to comply can result in suspension and a recommendation of expulsion.

Dress Code

The Board of Education encourages pupils to dress appropriately, neatly, and cleanly. Dress or grooming that draws undue attention or detracts from the educational process is unacceptable.

The Board finds that participation in gangs, gang-related activities, and wearing gang-related apparel disrupts education and creates a hazard to the health and safety of the school environment. The wearing or displaying of gang-related apparel, insignia, or other gang identifiers is prohibited.

“Gang-related apparel” is defined as any item of clothing, accessory, jewelry, or manner of grooming which, by virtue of its color, arrangement, trademark or other attribute, denotes membership in affiliation with gangs.

This dress code (BP 5132) applies to all students irrespective of gender, race, ethnic group, or religious affiliation, and will be enforced without discrimination.

All school staff, including teachers, classroom aides and other classified staff, as well as school administrators are expected by the Board of Education to ensure that this policy is fairly and consistently implemented throughout the district.

1. Pupils must dress safely. For example, shoes or footwear which is secured at the heel at least by means of straps must be worn at all times at school or during school activities, excepting when it is clearly appropriate and permitted to go barefoot as when participating in water sports.
2. Pupils must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.
3. Clothing and jewelry shall be free of writing, pictures, or any other insignia, which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing and jewelry that advocate or depict racial, ethnic, or religious prejudice, or other unlawful acts, or tobacco, drugs, or alcohol are prohibited.

Clothing, including head coverings may not bear any names, insignia, or logos/mascots associated with college, university or professional sports or gang-related symbols of any kind.

4. Hats, caps, and other head coverings may be worn only outdoors, not inside school facilities, including hallways and foyers, to protect against harmful exposure to the sun. In order to shade the face, head coverings must have brims or bills, which extend outward at least 3” (three inches) from the headband. Caps or visors must be worn with the bills facing forward, and not to the side or backwards.

Hats, caps, or other head coverings may also be worn to protect against inclement weather according to the following guidelines: from October 1 through March 1, or on rainy days, pupils may be allowed to wear hooded sweatshirts/coats with hoods pulled up; head coverings specifically designed as rain gear (even if such headgear does not have a three-inch wide brim or bill); and stocking/knit caps fashioned from yarn. In all other respects, such head coverings shall conform to the restrictions that apply to sun-protective coverings, that is, they may not be worn indoors and they may not bear prohibited designs or inscriptions.

Individual schools may limit this authorization to wear head coverings. They may restrict the use of head coverings to only those, which conform with the color or design requirements specified by the school’s administration. Students and parents are advised to consult with the administration at the school of attendance in this regard, prior to purchasing or wearing hats, caps, or other head coverings.

5. Dark glasses shall not be worn indoors.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.
7. Clothes must be sufficient to conceal undergarments at all times. Underwear-type sleeveless shirts/blouses, biker shorts, see-through or fishnet fabrics, which expose the body in a sexually suggestive manner, are not acceptable. All shirts/blouses and other upper garments must cover the torso. Bare midriffs, tube tops, or halter-tops are prohibited, including tops or blouses that show midriff when arms are raised above the head. All shoulder straps must be of sufficient width to cover undergarments straps. Openings for neck and arms which expose the body in a sexually suggestive manner are not acceptable. Students in grades 7-12, when attending formal dances, may wear strapless gowns/dresses provided that by doing so, community standards of modesty are not offended.
8. Dresses, skirts, and shorts must be at least mid-thigh length. Students who participate in pep and cheer, when required by their advisor to wear their cheer uniforms, may wear their cheer outfits without violation of this provision.
9. Bandannas are not allowed.
10. Pants must be worn with the top around the wearer's waist or hips (NO SAGGING PANTS). Pants may not be worn in such a manner that their bottoms (cuffs) drag along the ground. Pants must be able to stay at the wearer's waist without a belt. Oversized clothing (EXCESSIVELY BAGGY PANTS), which might allow the easy concealment of weapons, is prohibited.
11. Clothing straps must be fastened.
12. Clothing must be worn, as its design was traditionally intended.
13. Earrings are to be worn in ears only. Accessories may not be worn in other pierced body parts. Accessories must be removed prior to attending any school function or activity unless there is a medically valid reason for not doing so. If accessories cannot be immediately removed, they must be covered.
14. Hair shall be clean and neatly groomed. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e., unusual designs, colors, symbols, razor cuts, and the like). Writings in the hair are not permitted.
15. Attire that may be used as a weapon may not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).
16. Pupils shall not display any material or paraphernalia, which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school-site policies or rules.
17. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, wording, or other attribute, denotes membership in, or affiliation with, gangs.

This rule also prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, in combination with other conditions or circumstances, denotes membership in or affiliation with gangs. For example, the wearing of a blue/red shirt, in and of itself, may or may not be indicative that the shirt is gang related. However, when a blue/red shirt is worn in the company of other persons who

are wearing blue/red shirts and who are flashing gang signs or are speaking in a manner suggestive of gang affiliation, then it may legitimately be concluded that the blue/red shirt worn in such conditions and circumstances is gang-related apparel.

The Governing Board finds that there is an increasing tendency for youth to use brand-name clothing and apparel as a means of signifying gang membership and/or affiliation. Therefore, on a case-by-case basis, administrators may prohibit students from wearing clothing/apparel which bears certain brand names, whenever it is reasonably determined that the student is using the brand name as a means of proclaiming her/his gang membership or affiliation.

In case of doubt as to whether an item is gang-related, the principal or designee will consult with local law enforcement or with other persons, with expertise in gangs, especially those persons, who through the intelligence gathering activities of the local Gang Task Force and are knowledgeable about recent trends in local gang-related apparel, activities, etc. Any apparel, jewelry, accessory, notebook, or manner of grooming which has been determined by these officers, based upon intelligence supplied by the Gang Task Force, is prohibited. Quarterly updates regarding such matters will be provided to site administrators by the Office of Student Services.

18. Clothing that depicts names, insignia, or logos/mascots associated with college, university or professional sports is prohibited (e.g., Bulldogs, Hoyas, Raiders, Las Chivas, etc.). Clothing that depicts names, insignia, or logos associated primarily with college or university academic programs and does not depict names, insignia, or logos/mascots associated primarily with college or university sports programs is permitted (i.e., C.S.U.F., Georgetown, etc.). Modified college or professional team sport clothing, from which team logos and team names have been removed, are professional team sport clothing, from which team logos and team names have been removed, are prohibited whenever numerals, player names or distinctive elements of design remain on display.
19. Initial belts and /or belt buckles are prohibited. Belt straps are not permitted to drape (NO HANGING BELTS).
20. Any apparel, hairstyle, cosmetic, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern, draws undue attention to the wearer, or tends to detract from the educational process, is prohibited.
21. Every high school and middle school student of this District, must have in his/her possession a valid student identification card when on campus or at school functions.

Limited exceptions to this policy may be made by the principal for special days, special events, or other unusual circumstances, such as the need to accommodate health or religious concerns.

Progressive discipline will be imposed for violations of the Dress Code including warnings, confiscation, and disciplinary action including suspension and expulsion for persistent violations.

Confiscation of Clothing and Personal Items Having Gang-Related Inscriptions, Symbols or Markings

The Governing Board has determined that the safety needs of students will be enhanced by the confiscation of clothing and other personal items which bear gang-related symbols, inscriptions, or other markings. Such items will be turned over to the Madera Police Department and its Gang Task Force Unit, which will attempt to obtain parental cooperation in diverting their children from gang involvement. Return of any items so confiscated will be

in accordance with the policies and procedures of the Madera Police Department and BP 5145.12.

Electronic Signaling Devices

Board Policy 5131 authorizes students to possess on school campus personal electronic signaling devices including, but not limited to, cellular/digital telephones.

Kindergarten through eighth-grade students inclusive may use such devices only before beginning of the instructional day or after the ending of the instructional day.

Students enrolled in the ninth through the twelfth grades inclusive may use such devices only during non-instructional hours, that is, before and after school and during lunch or other breaks. Passing time is considered to be instructional time and use of electronic signaling devices during passing time is prohibited.

No student may use electronic devices and thereby disrupt the educational program or school activity. Students are not allowed to use electronic devices for illegal or unethical activities such as cheating on assignments or tests.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes (Education Code 48901.5).

School employees are directed to confiscate electronic signaling devices for use during unauthorized times or for improper use, including but not limited to use which causes disruption, which invades another student's privacy, which compromises the confidentiality of school records, which infringes on copyrights, which enables students to cheat on tests, which facilitates activities in violation of the code of student conduct, or which is illegal.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Notwithstanding other provisions in this policy, the administration of any district school is authorized to restrict either the possession or use of any selected type of electronic signaling device or the possession or use of all electronic signaling devices.

Required Uniforms

In schools of the District, students are required to wear uniforms to promote safety and a businesslike learning environment (E.C. 35183). Students attending required uniform schools and who opt out through the formal waiving process, remain bound to abide by this policy (BP 5132).

It is possible to obtain an exemption from the uniform dress requirement if an application is submitted on the appropriate district form within 10 school days of the beginning of the school year or within 10 school days of pupil's transfer into the school during the school year. Copies of Board Policy and Regulations are available from the Office of Student Services (675-4500 ext. 235 or 236).

HEALTH

Health and Wellness Policy

Madera Unified School District has a School Wellness policy as mandated by the State Superintendent of Public Instruction. The Wellness Policy [Board Policy 5030(a)] has goals related to nutrition Education and physical activity as well as nutritional guidelines for foods available at School. Each year the policy is

evaluated and updated to reflect the needs of the students as well as any changes that have been mandated by the State of California. The policy is posted in the cafeteria at each school site, in both English and Spanish.

To continue support of a healthier school environment, all competitive food and beverage sales occurring during the school day shall satisfy the nutritional guidelines as outlined by the Alliance for a Healthier Generation. These sales include those of food services, student activities and government, sports, childcare/latchkey, parent/staff organizations, and other such activities sponsored by the school. All food and beverage considered to be used in competitive food sales need prior approval.

Smoking and second hand smoke pose a significant health risk. Smoking or use of any tobacco-related products and disposal of any tobacco-related waste is prohibited within 25 feet of a school playground (HSC 104495).

Accident or Illness

First aid is administered in the event of minor injuries to pupils. Attempts will be made to locate a parent or guardian for a major illness or injury, therefore, it is critical that the emergency card information be kept as current as possible. If a parent, guardian, or emergency contact cannot be located, it may be necessary to call for emergency medical services for treatment or transportation at parent/guardian expense.

Immunization Record Sharing

Central Valley Immunization Information System (CVIIS) operates a centralized, computerized, and confidential immunization registry system containing patient vaccination histories. CVIIS will be shared with the local Public Health Department and other participating providers. All immunization information is considered confidential and does not include TB skin test results. Access to this system will allow school nurses to look up student immunization information in the registry, and add students to the registry. The student, parent or guardian may refuse to allow sharing of immunization information, and they also have the right to review immunization information prior to sharing of the information to insure the information is correct.

Information For Use In Emergencies/Emergency Procedure Card

For the protection of a pupil's health and welfare, the Governing Board of the School District requires that parents/guardians keep current information on file at the student's school of residence. Such information includes parents/guardians home, work, and cell phone numbers and addresses as well as contact information for persons who may assume responsibility for the child in the absence of the parent. As emergency information changes, parents/guardians should notify the school within 24 hours of the change and complete a new emergency form if necessary (E.C. 48908).

Medical and Hospital Services For Pupils

The Governing Board may, under certain conditions, provide medical services for injuries occurring on school district premises during school-sponsored activities or when being transported to/from school sponsored activities (E.C. 49 472).

Medical and Hospital Services Not Provided

The District does not provide medical and hospital services for students injured while participating in athletic activities. However, all members of school athletic teams must have accidental injury insurance that covers medical and hospital expenses (Ed. Code 32221.5, 49471).

Medical Coverage for Injuries

Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. No pupil shall be compelled to accept such services without his or her consent, or if the pupil is a minor, without the consent of a parent or guardian (E. C. § 49472). The District may assist you in purchasing Student Accident Insurance. Please contact the District at 675-4500 extension 272. "Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-800-880-5305 (E.C. § 49472).

Parent/Guardian Liability

Parents or guardians are liable for any willful conduct of their minor children which results in injury to another pupil or to school district personnel, or for any willful cutting or defacing of any school property belonging to a school district or to a school district employee, or for any property belonging to there school district and loaned to the minor student and not returned (E.C. 48904).

Liability When Pupil Is Not On School Property

No school district shall be responsible or in any way liable for the conduct or safety of any pupil when such pupil is not on school property unless the district has undertaken to provide transportation to and from school premises to a school-sponsored activity off the premises of such school and pupil is under immediate and direct supervision of an employee of the district (E.C. 44808).

Students on Medication

Parents are to notify the principal if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose and counsel with school personnel as deemed appropriate (E. C. § 49480).

Use of Medicines at School

Prescription or nonprescription medications required by a student should be administered by a parent at home or by the student's medical provider. Parents should make every effort to have medication times set for time periods other than school hours.

Medication prescribed by a physician for a child may be administered during the school day by a registered nurse or other designated school personnel, or self-administered by the child if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician. Forms for administering medication may be obtained from the school secretary (Ed. Code § 49423, 49423.1, 49423.5, 49480).

1. A written statement from a physician detailing the method, amount and time schedule by which such medication is to be taken.
2. A written statement from the parent/guardian of the student indicating the desire that the school district assist the pupil in

the matters set forth in the physician's statement.

3. The medication is provided in a properly labeled container along with the name of the supervising physician. This authorization needs to be renewed annually (BP 5141.21). Without such authorization, no District employee is to assist in the administration of any medication. No more than a 30 day supply of medication will be kept at the school.

Responsible Adult Must Bring Medication to School

All medication shall be brought to school by a responsible adult, except in situations in which the parent, physician, and school nurse believe it is in the best interest of the student that he or she carry the medication. The student must carry the medication in the container with the original label. Except for inhalers, the student shall carry only one-day's dosage.

Use of Non-Prescription Medicines/Health Products

Students may neither possess nor use any of the following products while they are under school jurisdiction: over-the counter medications, nutritional supplements (such as vitamins and minerals), or similar potentially harmful, consumable products such as energy and/or mood enhancers (BP 5131.7 and 5141.21). Parents/guardians who believe that use of such products at school is essential to the health of their child(ren)/ward(s), may apply for authorization from the school principal. Authorization shall not be granted except under the same conditions, which apply to the use of medications at school, namely, the submission of a detailed written statement from a physician or a written request by the parent/guardian excusing the District from any liability.

Pupil Health, Oral Health Assessment & Disability Prevention CHDP Health Check-Up

To protect the health of children, California law requires that parents of children entering first grade must provide the school nurse with a "Report of Health Examination for School Entry," or a waiver signed by the a parent or guardian. The health examination may be given 18 months prior to, or within 90 days after, entrance into first grade. It is the policy of the CHDP Program to urge parents to get their child's health examination upon entrance to Kindergarten. The District requests a pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, to no later than April 30 of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil (EC 49452.8).

Physical Exams and Testing

The District is required to conduct certain physical examinations and vision, hearing and scoliosis testing of students unless the parent has a current written objection on file. However, the child may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease (E. C. § 49451, 49452, 49452.5 and 49455, Health & Safety Code § 124085).

Confidential Medical Services

For students in grades 7 through 12, the District may release a student for the purpose of obtaining confidential medical services without obtaining the consent of the student's parent or guardian (E.C. § 46010.1).

Control of Communicable Disease and Immunization of Pupils

The Governing Board shall cooperate with the local health officer in measures necessary for the prevention and control of

communicable disease in school age children. An immunizing agent for communicable disease may be administered to any pupil with the prior written consent of the parent (E.C. § 49403).

In addition, district personnel follow Public Health guidelines regarding communicable diseases. If there is a reasonable suspicion that a child is ill, he/she will be removed from class, isolated from others as appropriate and sent home. The child will not be allowed back in school until they have been free of symptoms of illness for 24 hours.

Immunizations

The District shall exclude from school any pupil who has not been immunized properly. Pursuant to Health & Safety Code section 120325, a parent may consent in writing for a physician, surgeon, or registered nurse acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a pupil at school (E. C. § 48216, 48980(a), 49403).

Immunization Requirements

No persons shall be admitted as a pupil to a school or program in Madera Unified School District unless he/she has been fully immunized. Pupils entering school must provide a written immunization record of each required vaccine dose (or of an exception to the immunization requirements). This record must show the month, day and year of receipt of each required dose (H & S.C. 120375).

Immunizations shall not be required for admission if the parents or guardians of a minor, emancipated minor, or adult student, file with the Governing Board a letter of affidavit stating that such immunizations is/are contrary to his or her beliefs or furnish a written statement by Licensed physician that medical circumstances exist contraindicating the immunizations. If a waiver is on file and there is good cause to believe that the pupil has been exposed to disease controlled by immunization, the student will be excluded from school attendance until they are no longer at risk of developing the disease.

A child who is refused enrollment because he/she lacks the proper immunizations or immunization records, after three days becomes subject to the state's truancy statutes and District adopted policy on nonattendance at school (A.R. 5141.3).

California School Immunization Requirements for School Entry (K-12)

Polio: 4 doses, but 3 doses are enough if at least one was given after the 4th birthday.

DTP/DTaP/DT/TD: 5 doses, but 4 doses if one was on or after the 4th birthday.

MMR: 2 doses after the 1st birthday for Kindergarten and 7th-grade entry.

Hepatitis B: 3 doses for Kindergarten and 7th-grade entry.

Varicella: 1 dose or documentation of disease for Kindergarten entry.

Varicella: 1 or 2 doses upon first entrance to a California School.

Requirements for Pre-School Entry

<u>Vaccine Requirements</u>	<u>Minimum Requirements</u>
Polio	3
DTP/DtaP	4
MMR	1 on or after the 1st birthday
Hepatitis B	3
HB	1 on or after the 1st birthday

Madera Unified Entry Requirement

Tuberculosis – (Intra-dermal test) – Must be given and read within one year of first entrance to any Madera Unified School and at 9th-grade (or first entrance to high school). It is recommended every 3 years thereafter or after foreign country travel. A chest x-ray is required in the event of a positive TB skin test reading.

Reference: H. & S.C.: 3380-3390; C.A.C.: Title 17, Section 6000-6075.

Head Lice Information

Madera Unified School District operates a no live lice policy. Students found to have live lice will be sent home. Students are allowed to come back to school the next day, providing a head lice shampoo has been used. The lice shampoo needs to be repeated in 7-10 days. The school nurse will check the student weekly for six (6) weeks to insure that the student does not have any further live lice on their person. Lice do not carry any diseases, but it is important for the family to understand they still need to follow recommended procedures to address lice that may remain in the home. Bedding, clothing, upholstered furniture, including car seats, may harbor lice and nits. Thorough cleaning is required to prevent continued infestation with lice. If you have any questions, contact your child's school nurse. They will be happy to assist you with resources or to answer questions regarding care.

Scoliosis/Vision/Hearing/Color Screening

Vision and hearing screening are conducted routinely throughout grades K-12, and scoliosis screening is conducted on 7th-grade girls and 8th-grade boys in accordance with education code mandates. If a parent/guardian of any child Acanthosis Nigricans screening may be provided in conjunction with the scoliosis exam. A waiver may be signed by the parent to exclude the student from screening (EC 49452.6). If a parent/guardian of any child has a religious belief that precludes a child from vision/hearing screening, the parent shall present a written statement to the principal at the time the child is enrolled in school (Ed. Code 49455). Credentialed school nurses conduct the screenings and notify parents/guardians of any suspected problems (E.C. 49451, 49452, 49452.5 and 49456). When a defect other than a visual defect has been noted by the supervisor of Health or his/her assistant, a report shall be made to the parent or guardian of the child asking the parents or guardians to take such action as will cure or correct the defect. Color vision is screened on first grade boys. Parents are notified if a color vision deficiency is identified.

Diabetes

The food you eat is converted by the body to glucose. Insulin is a hormone produced by the pancreas to control the amount of glucose in the blood. Without insulin the body cannot use or store glucose.

Diabetes Mellitus type II is a disorder in which blood sugar (blood glucose) levels rise due to the pancreas not producing enough insulin, or cells are not able to use the insulin properly. This is known as insulin resistance.

Symptoms of diabetes include increased thirst, frequent urination, increased appetite, unexplained weight loss, fatigue, and slow healing wounds, or Acanthosis Nigricans (AN). AN is the velvety, light brown-to-black markings usually on the neck, and under the arms or in the groin. There are several causes of AN, and a physician should be consulted to determine the cause.

Several different blood tests may be used to determine if an individual is diabetic. A physician should be consulted if you have any of the signs of diabetes. In most cases the risk of type II diabetes can be reduced by regular daily exercise, eating a diet high in fiber and low in refined sugars, and maintaining a healthy body weight (ED Code 49452.7).

INSTRUCTION

School Accountability Report Card

Parents/guardians may request a hard copy of the School Accountability Report Card, which is issued annually for each school of the District (E.C. § 35256).

Content of report card defined under EC 33126, amended for 2006-2007, to include revised estimated expenditures per pupil and types of services funded, e.g., personnel salaries; schools identified by governing board as having insufficient textbooks or instructional materials including percentage of pupils lacking sufficient standards-aligned textbooks or instructional materials by subject area; and career technical education data measures, as specified. Content further defined under EC 32286 (School Safety Plan) and 52056 (Academic Performance Index).

Physical Education Test

The Governing Board shall report aggregate results of its physical performance testing in annual school accountability report card.

Minimum Day Schedule

A schedule for each school's minimum day(s) is included in each school's Student/Parent Handbook. A pupil's parent or guardian will be notified during the school year of any additional minimum days and pupil-free staff development days no later than one month before the actual date (E. C § 48980(c)).

Review of Curriculum

A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the school site for your review upon request. Copies are available upon request for a reasonable fee not to exceed the actual copying cost (E. C § 49063, 49091.14).

California High School Exit Examination (CAHSEE)

Each pupil completing 12th grade is required as a condition of graduation to successfully pass the high school exit examination mandated by State law. Pupils may take the exit examination prior to reaching the 12th grade. In order to pass the exit examination a pupil will be required to demonstrate mastery of statewide academically rigorous content standards in language arts and mathematics. A pupil who fails to pass all parts of the examination by the completion of 12th grade shall not receive a diploma. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of 12th grade must be provided with the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of 12th grade. (E. C. § 37254(d)(4)-(5), 48980(e), 60850)

Valenzuela/CAHSEE Intensive Instruction and Services Program

Pursuant to California Educational Code section 37254, MUSD provides:

1. Pupils, including English Learners, who have not passed one or both parts of the California High School Exit Examination (CAHSEE) by the end of grade 12 are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.
2. English Learners, who have not passed one or both parts of the CAHSEE by the end of grade 12, are entitled to receive

services to improve English proficiency as needed to pass those parts of the CAHSEE not yet passed for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.

3. Pupils, who have not passed one or both parts of the CAHSEE by the end of the grade 12, have the right to file a complaint regarding intensive instruction and services under the Uniform Complaint Procedures if he or she was not provide the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.

If you have any questions about eligibility for services, wish to obtain services, or wish to file a complaint regarding services, please contact:

Deborah A. Wood
Associate Superintendent for Educational Services
Madera Unified School District
1902 Howard Road
Madera, California 93637
Telephone: 559-675-4500 extension 223

Advanced Placement Examination Fees

Madera Unified School District utilizes California Department of Education grant funds to help defray the costs for advanced placement exam fees for economically disadvantaged students. Each high school AP Coordinator meets with students in Advanced Placement courses each semester to review the eligibility requirements and application process to access this financial support. Please contact the head counselor for more information.

College Admission Requirements and Higher Education Information

University of California/California University Minimum College Admissions Requirements:

"A-G"	Subject	CSU/UC Requirements
A	History /Social Science	2 yrs. Req.
B	English	4 yrs. Req.
C	Mathematics	3 yrs. Req. (Algebra, Geometry and Inter. Algebra) 4 yrs. Recom.
D	Laboratory Science	2yrs. Req. (Biology and Chemistry) 3 yrs. Recom.
E	Language Other Than English	(2 yrs. Req.) 3 yrs. Recom.
F	Visual and Performing Art (VPA)	1 yr. Req.
G	College-Preparatory Electives	1 yr. Req.

To learn more about college admission requirements, and for a list of District courses that have been certified by the University of California as satisfying the requirements for admission to the UC and CSU, please refer to:

www.csumentor.edu – This site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This website offers information regarding admissions, online application, and links to all UC campuses.

Career Technical Education (CTE): CTE is offered by the District as career and workforce preparation for high school students,

preparation for advanced training, and upgrading of existing skills. CTE provides high school students 16 years age and older with valuable career and technical education so students can:

1. Enter the workforce with skills and competencies to be successful.
2. Pursue advanced training in postsecondary educational institutions.
3. Upgrade existing skills and knowledge.

Students are encouraged to meet with the school that will meet college admission requirements or enroll in career technical education courses, or both.

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend a CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following web pages:

www.ccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/tp.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both. Please contact Head Counselors at School Sites.

Note: The information used to draft this notification was taken from a transition guide “Getting Ready for Life After High School,” prepared under the direction of Bob Tyra, Senior Project Director, California Counselor Leadership Network, Los Angeles County Office of Education. Single copies of the guide are available for purchase at www.schoolguides.org.

No Child Left Behind Act of 2001

Under the NCLB, parents have the following rights:

Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:

Upon request, parents have a right to information regarding the professional qualifications of their student’s classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher’s college major, whether s/he has any

advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Information Regarding Individual Student Reports on Statewide Assessments:

Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Limited English Proficient Students:

The Act requires prior notice be given to parents of limited English proficient students regarding limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student’s level of English proficiency, how such level was assessed, the status of the student’s academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student’s needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English proficient students.

Program Improvement Schools:

Parents shall be notified when their child’s school is identified a “program improvement” school and the opportunities for school choice and supplemental instruction.

The information provided above is available upon request from your child’s school or the district office. Additional notices that may be required under the No Child Left Behind Act shall be sent separately (20 USC § 6301 et seq.).

Children in Homeless Situations

Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations (42 USC § 11432(g)(1)(J)(ii), (g)(6)).

Foster Pupils

Requires district’s educational liaison to ensure pupils in foster care receive stable school placements which are in the best interests of the child, placement in least restrictive educational programs, access to academic resources, services, and extracurricular and enrichment activities available to all pupils, full and partial credits for coursework taken, and meaningful opportunity to meet state pupil academic achievement standards (EC § 48850).

California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

Students in grades 8 and 10 will be enrolled in a 9-week health class designed to assist children in coping with both the pressures of entering adolescence and the changes they are experiencing within themselves.

The following are components of the human development portion of the class:

1. Human anatomy and physiology.
2. Sexually transmitted diseases including HIV/AIDS (symptoms and transmission).
3. Abstinence – a positive choice for teenagers.
4. Contraceptive methods – risks and failure rates.

5. Substance use prevention – effects of tobacco, alcohol, and other drugs upon fetal and child development.

Curriculum available for preview upon parent request.

Parents may request in writing that their child not receive comprehensive sexual health education or HIV/AIDS prevention education. Parents may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have the right to request that the District provide them with a copy of Education Code section 51938 and 48980.

District personnel will provide the family life instruction. If arrangements are made to use outside consultants, parents/guardians will be notified at least 14 days before the instruction is given. The parents/guardians will be asked to sign and return to school an acknowledgment that they have received the notification. If parent/guardian wishes to excuse his/her child from instruction, he/she must provide a separate written request (E. C. § 51938, 5145.6).

Excuse From Instruction in Health – Education Code Section 51240

Upon written request of a parent, a pupil may be excused from any part of instruction in health with conflicts with the parent(s)' religious training or beliefs (including personal moral convictions) (Education Code § 51240).

Child Abuse Education

When a pupil is to participate in a Child Abuse Education program, the parent/guardian will be provided a prior written notification and prior written parent permission for the pupil to attend.

Dissection of Animals

If a student has a moral objection to dissecting (or otherwise harming or destroying) animals, or any part of an animal, the pupil must notify the teacher regarding such objection, and the objection must be substantiated with a note from the pupil's parent or guardian. If the pupil chooses to refrain from participating in such a project, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with the pupil to develop and agree upon an alternative education project for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information or experience required by the course of study (E. C. § 32255-32255.6).

California English Language Development (CELDT)

State and Federal laws require all school districts in California to give a state test to students in grades K-12 whose home language is not English. Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English. The CELDT is based on state adopted standards in English Language Development. Based upon the results, students are provided with an instructional program that develops proficiency in English and success in the core curriculum.

English Learner Program

Parents or guardians of pupils who speak a language other than English will be notified of the results of a language proficiency assessment and of the program placement for their child.

All English learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. Parents may request more information from their school site principal.

Title I Program Participation

Title I programs are available at school sites that meet the eligibility requirements for these funds. Title I schools have an annual Public Meeting to inform parents of their program. The parent/guardian is also eligible for participation in the Title I Parent Involvement Activities at the school site.

School Site Council Definition

The role of the School Site Council is to develop, implement, and evaluate the school plan, which includes a budget. The school plan becomes a common agreement between the School Site Council and the local governing board regarding the educational strategies that will be implemented at a school to help support the highest possible levels of teaching and learning. The School Site Council shall annually review the school plan, establish a new budget, and if necessary make other modifications in the plan to reflect changing needs and priorities.

Student Use of Technology

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. The Madera Unified School District has actively pursued making advanced technology and increased access to learning opportunities available to our students and staff. Technology also enables students to practice skills and develop reasoning and program-solving abilities. Every effort shall be made to provide equal access to technology throughout the District's schools and classes.

On-Line Services/Internet Access Acceptable Use Policy (AUP) Internet Service Policy Acceptable Use of Internet and Electronic Information Resources

Internet Safety

Dear Parents and Guardians:

The Madera Unified School District prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask for your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular "chat room" or "message exchange" Web sites. Such sites as Myspace.com contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. Myspace.com, for example, is said to have over 57 million members and has become one of the most popular "message exchange" sites among students nationwide. Unfortunately, child predators, "cyber bullies" and con artists are using some of these Web sites. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing

as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

The Madera Unified School District has blocked the use of Myspace.com and similar Web sites from our school computers. We will continue to block objectionable material, as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to <http://www.myspace.com>. The service is free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential danger of the Internet. Ask if they have an account with Myspace.com or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example, SafeKids.com, located online at:

<http://www.safekids.com>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866WEB-WISE, or by e-mail at webwisekids2@aol.com.

The Madera Unified School District will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact Steve Imrie at 675-4500 (imrie_s@madera.k12.ca.us) or Kim Imrie at 675-4500 (imrie_k@madera.k12.ca.us).

Acceptable Use of Internet and Electronic Information Resources

The Internet and other on-line resources are provided by the district to support the instructional program and further student learning. The use of the Internet must be support of education and research in accordance with the educational objectives of Madera Unified School District. These Guidelines and Acceptable Use Agreement are an extension of school policies already in place, which govern student expectations and behavior. The responsibilities of the users include, but are not limited to, the following:

A Responsible User MUST:

1. Be aware that the use of the Internet is a privilege, not a right.
2. Be aware that inappropriate use may result in loss of privilege.
3. Use the Internet for educational purposes.

4. Use the Internet in support of the educational objectives of the District.
5. Preserve the physical safety and emotional integrity of others.
6. Protect one's own and others' reputations and the right to privacy.
7. Use appropriate language.
8. Notify a system administrator of any security problem.
9. Use Internet etiquette when sending electronic mail (e-mail).
10. Be aware that e-mail is not guaranteed to be private.
11. Keep personal account numbers and passwords private and only use the account to which she/he has been assigned.
12. Report any inappropriate/questionable e-mail contacts, access to chat rooms or inappropriate web sites, misuse of the system, or any security problem to a teacher or the principal.

A Responsible User MUST NOT:

1. Access personal e-mail accounts that have not been issued by MUSD.
2. Access chat rooms or other social networking sites.
3. Use the Internet for any illegal purpose, including the violation of copyright or other laws.
4. Violate the rules of common sense or etiquette.
5. Transmit or access any material in violation of any federal or state regulation.
6. Transmit or access material protected by trade secrets.
7. Use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
9. Use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
10. Use vulgar or any other inappropriate language.
11. Disclose, use, or disseminate personal identification information about themselves or others including but not limited to personal addresses, phone numbers or other personal information when using email, chat rooms, or other forms of direct electronic communication; or disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.
12. Attempt to harm or destroy district equipment or system performance.
13. Attempt to harm or destroy another person's data or manipulate the data of any other user, including so-called "hacking."
14. Knowingly attempt to upload or create computer viruses.

15. Attempt to gain access to unauthorized resources or entities.
16. Use an account owned by another user with or without his or her permission.
17. Share passwords.
18. Attempt to interfere with other users' ability to send or receive mail; or attempt to read, delete, copy, modify another's files; or use another individual's identity.
19. Use the system to engage in commercial or other for-profit activities.
20. Perform activities that interfere with the ability of students/staff members to use the district's technology resources or other network-connected services effectively.

**** Violation of these Guidelines and/or of the Acceptable Use Agreement may result in loss of privileges, disciplinary action, and/or could result in criminal prosecution.**

Monitoring

The Madera Unified School District reserves the right to monitor any material placed on the computer and to monitor file server space in order to make determination on whether specific uses of the Internet/network are inappropriate. These regulations shall establish the fact that users have no expectation of privacy and that district staff may monitor or examine all system activities to ensure proper use of the system. It is expected that users will employ Internet etiquette and common sense. The building administrator, at his/her sole discretion, reserves the right to terminate the account of any user who misuses the account (Cf. Penal Code 632 Eavesdropping on or recording confidential communications).

Internet Filtering

Madera Unified School District provides an Internet filter to protect its students. Even though the District has taken all responsible actions to insure that Internet use is only for purposes consistent with the school curriculum, it is impossible to guarantee that all sites are filtered and blocked for appropriateness. The district cannot prevent access to, nor identify, all areas of inappropriate materials on the Internet making it necessary for students to be supervised at all times while using online services. The Madera Unified School District makes no guaranties of any kind, whether express or implied, for the service it is providing. The Madera Unified School District will not be responsible for any damages a user incurs. Use of any information obtained via the Internet is at the user's own risk. The Madera Unified School District denies any responsibility for the accuracy or quality of information obtained through its Internet facilities. All users need to consider the source of any information they obtain, and evaluate how valid that information may be (Cf. CIPA compliance (Children's Internet Protection Act), Library Access Law).

Madera Unified School District Acceptable Use Policy/Internet Use Agreement Form

Students and their parent/guardians must sign the Madera Unified School District Acceptable Use Agreement form prior to being allowed to use the District's computer network and Internet. This is available to parents/guardians at the time of enrollment / registration. This form is also available in English and Spanish at all school sites and on the Internet at:

Educators' ToolKit-
<http://www.madera.k12.ca.us/imrieweb/resourcetoolkit/techpolicies.htm>

[Educators' ToolKit]. Copies of Board Policy and Administrative Regulation 6163.4 (Student Use of Technology) may be requested from any school office.

Course Selection and Career Counseling

Beginning with 7th-grade, parents/guardians have a right to be notified, so that they may participate in career counseling and course selection along with their children. A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex of the pupil counseled. Any school personnel acting in a career counseling capacity to a pupil shall affirmatively explore with the pupil the possibility of careers or courses leading to careers that are nontraditional for that pupil's sex (Ed. Code §221.5(d)).

Vocational Education

Equal access to vocational courses is provided to all students, including handicapped and disadvantaged, in regard to recruitment, enrollment, and placement activities.

Savings for Higher Education

Parents/guardians are advised of the importance of investing for future college or university education for their children. Investment considerations should include United States Savings Bonds. Ed. Code 48980(d).

Physical Education Apparel

No grade of a pupil participating in a physical education class may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil (E.C. 49066 (c)).

STUDENT RECORDS YOUR RIGHTS

Student Records: Access and Challenges (E.C. 49063, 49069, 34 C.F.R. 99.7)

1. A parent or guardian has the right to inspect and review student records relating directly to their child during school hours within five (5) business days of his/her request.
2. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at his/her child's school. The principal of each school is ultimately responsible for maintenance of student records which may include the following: cumulative files; special education; health; and discipline records.
3. A parent with legal custody has a right to challenge information contained in his/her child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

The parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child, which is alleged to be:

- a. Inaccurate.
- b. An unsubstantial personal conclusion or inference.

- c. A conclusion or inference outside of the observer's area of competence.
- d. Not based on the personal observation of a named person with the time and place of the observation.
- e. Misleading.
- f. In violation of the privacy or other rights of the pupil.

Within thirty (30) days, the Superintendent or designee shall meet with the parent/guardian and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee shall order the correction, removal or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove or destroy the information from the written records of the student (E. C. § 49070).

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the District Superintendent, the parent shall have the right to submit a written statement of objections to the information. This statement shall become a part of the student's school record until such time as the information objected is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with Education Code sections 49070-49071 to assist in the decision making. The decision as to whether a hearing panel is to be used shall be made at the discretion of the Superintendent or the Board and not of the challenging party.

- 4. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies or organizations requesting and/or receiving information from the records to the extent required by law. Student Record Logs are located at each school and are open to inspection by parents or guardians (E. C. § 49064).
- 5. School officers or employees having a legitimate educational interest may access student records without first obtaining parental consent. "School officers and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel). A Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist) or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A "legitimate education interest" is one held by a school officer or employee whose duties and responsibilities create a reasonable need for access (E. C. § 49063(d), 49076).
- 6. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.
- 7. No charge shall be made for the first two copies of a student's transcript or up to two verifications of records for any former student.

All other requests for records shall be subject to a charge of 25 cents per page. The same charge may be assessed for copies of laws, regulations, policies and materials produced by the District in excess of copies of those same materials otherwise distributed free by the District.

- 8. Parents have a right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records (20 U.S.C. § 1232(g)).
- 9. Parents may obtain a copy of the District's complete student records policy by contacting the Director of Student Services at 675-4500 ext. 232 or 236.

Rights Regarding Student Information and Records Which Are Guaranteed Under Federal Law

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 5 days of the day the School receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records, without prior consent, to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Release of Directory Information (School Publications, Media, Schools, Business, Etc.)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Madera Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include the type of information from your child's education records in certain school and/or district publications.

Examples include:

1. A playbill, showing your child's role in a drama production.
2. The annual yearbook.
3. Honor roll or other recognition lists.
4. Graduation programs.
5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Release of Directory Information (Armed Services Recruiters)

In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by the last day of school in September. You must submit your request to withhold directory information to the Office of Student Services using the appropriate district form. For further information, please call 559-675-4500, extension 236.

The district has designated the following information as directory information:

1. Name

2. Address*
3. Telephone Number*
4. Electronic Mail Address*
5. Photograph
6. Date and Place of Birth
7. Major Field of Study
8. Participation in officially recognized activities and sports
9. Weight and height of athletic team members
10. Dates of attendance
11. Degrees and awards received
12. Most recent previous school attended

*The district will not release the student's address, telephone or electronic mail address to media or non-educational institutions, businesses or agencies, excepting the armed forces of the United States without the express permission of the parent.

Transfer of Pupil Records

When a student transfers to another school district or to a private school, this District shall forward a copy of his/her mandatory permanent records as requested by the other district or private school. The original or a copy shall be retained permanently by this District (C.C.R., Title 5, Section 438).

Mandatory interim records shall be sent upon request to other California Public School Districts. Mandatory interim records may also be sent to out-of-state or private schools requesting them (Title 5, Section 438).

Permitted records may be sent to any other Public School District or Private School (Title 5, Section 438).

All student records shall be updated before they are transferred (Title 5, Section 438).

If the student transfers into the District from another school district or a private school, this District shall inform the parent of his/her right to receive a copy of the permanent record received from the former school. The parent also shall be informed of his/her right to have a hearing in which to challenge the contents of that record (Title 5, Section 438).

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent (Title 51 Section 438).

If the District is withholding grades, diploma or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

Interpretation of Records

Qualified certificated personnel are available, when requested to interpret pupil records.

Pupil Rights Protection U.S. - Department of Education Programs

The following applies only to programs directly funded by the U.S. Department of Education:

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, which will be used in connection with any survey, analysis, or evaluation shall be available for inspection by the parents or guardians of the children.

No student shall be required, as part of any applicable U.S. Department of Education funded program, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated, may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at (800) 877-8339 or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

SPECIAL EDUCATION AND DISABLED PUPILS

Child Find Policies and Procedures

Madera Unified School District, Special Education department provides special education services for eligible students whose needs cannot be met in the general education classroom. The Madera-Mariposa Special Education Consortium provides services for severely handicapped students from birth through 22 years of age.

The infant-toddler program, Early Start, is operated by Madera County and is most often a home-based program. This program serves children from birth to three years of age who have intensive needs. Eligible children would be those with challenges including developmental delays, speech and language disabilities, visual or hearing impairments, genetic disorders, mental retardation emotional disturbance, physical or orthopedic handicaps, premature birth, and other health impairments. Anyone who is aware of a child who may be in need of Special Education support should contact Jennifer Gaviola, Director of Special Education, at 675-4500 ext. 266 to complete a referral.

MUSD operates programs for children ages three to 22. Services are currently operated at several school sites in the county. Special education is offered in a variety of settings. Providing the least restrictive environment is always the primary concern for students to have experiences with their age appropriate peers to the maximum extent appropriate for the disabled students.

Student services range from general education classrooms with special curriculum materials and extra help to full day in a special day class. Maximum supervision and therapeutic programs are provided for those students who require intensive educational services. Designated Instruction Services, which include speech and language therapy, nurses' services, counseling, hearing and vision, may be provided.

The Resource Specialist program is operated at every school site. An individual education program is designed with input from the teacher, parent, school psychologist and other professionals as needed to meet a student's specific needs. The student is provided with specifically designed curriculum materials and is taught learning strategies to help in the general education classes. The student participates in the resource program only for their specific needs and in general education the majority of the school day.

Special day classes are located at numerous elementary schools, all middle schools and high schools. Students attend special day classes for the majority of the day. These students may have significant learning disabilities, emotional challenges, multiple disabilities or are severely handicapped. Non-public schools, including school or institutional placements are available as determined by an expanded IEP team.

The range of special education services available for MUSD students is designed from the least restrictive to the most restrictive environment. The program's goal is to meet the needs of the students with learning challenges and provide opportunities for educational, social and recreational interaction with their age-appropriate peers to the maximum extent appropriate for the student.

Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

• Notice of Procedural Safeguards • Revised January 2009

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

1. When you ask for a copy;
2. The first time your child is referred for a special education assessment;

3. Each time you are given an assessment plan to evaluate your child;
4. Upon receipt of the first state or due process complaint in a school year, and
5. When the decision is made to make a removal that constitutes a change of placement (20 *USC* 1415[d]; 34 *CFR* 300.504; *EC* 56301[d] [2], *EC* 56321, and 56341.1[g] [1]).

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child’s education?

You must be given opportunities to participate in any decision-making meeting regarding your child’s special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child’s FAPE (20 *USC* 1414[d] [1]B–[d][1][D]; 34 *CFR* 300.321; *EC* 56341[b], 56343[c]).

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic (20 *USC* 1401[3], 1412[a][3]; 34 *CFR* 300.111; *EC* 56301, 56341.1[g][1], and 56506).

Where can I get more help?

When you have a concern about your child’s education, it is important that you contact your child’s teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child’s education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication. Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child’s IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a]).

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so (34 *CFR* 300.304; *EC* 56321).

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district.
2. An explanation of why the action was proposed or refused.
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused.
4. A statement that parents of a child with a disability have protection under the procedural safeguards.
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part.
6. A description of other options that the IEP team considered and the reasons those options were rejected.
7. A description of any other factors relevant to the action proposed or refused (20 *USC* 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* 300.503).

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child’s first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures. If you refuse to consent to the initiation of services, the school district must not provide special education and related services and

shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* 1414[a][1][D] and 1414[c]; 34 *CFR* 300.300; *EC* 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services.
2. May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child.
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services.
4. Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services.

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP (20 *USC* 1415[b][2] ; 34 *CFR* 300.519; *EC* 56050; GC 7579.5 and 7579.6).

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child (20 *USC* 1414[b][1]–[3], 1412[a][6][B]; 34 *CFR* 300.304; *EC* 56001[j] and 56320).

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting (20 *USC* 1415[b][1] and [d][2][A]; 34 *CFR* 300.502; *EC* 56329[b] and [c]).

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) **business** days after the request has been made orally or in writing (*EC* 49060, 56043[n], 56501[b][3], and 56504).

How Disputes Are Resolved Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[1]).

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a non adversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by non attorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed. The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing (EC 56500.3 and 56503).

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4]).

2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505 [e][1]).
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2]).
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3]).
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4]).
6. Have your child present at the hearing (EC 56501[c][1]).
7. Have the hearing be open or closed to the public (EC 56501[c][2]).
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v]).
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6]).
10. Have an interpreter provided (CCR 3082[d]).
11. Request an extension of the hearing timeline (EC 56505[f][3]).
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]).
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515).

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child.
2. Address of the residence of the child.
3. Name of the school the child is attending.
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending.
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1]).

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of

the facts identified in the due process hearing request (20 USC 1415[f][1][B]; 34 CFR 300.510).

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement (20 USC 1415[f][1][B]; 34 CFR 300.510).

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d]).

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision (20 USC 1415[i][2] and [3][A], 1415[i]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w]).

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b]).

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy.
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience.
3. The time spent and legal services provided were excessive.
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517).

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing

begins and the hearing decision is not more favorable than the offer of settlement (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517).

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Phone: (916) 263-0880 FAX: (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities - School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

1. An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days.
2. Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct.

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability (20 USC 1415[k][1] and [7]; 34 CFR 300.530).

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing (20 USC 1415[k][2]; 34 CFR 300.531[c]).

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in

the IEP (34 CFR 300.530; EC 48915.5[b]).

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173).

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school, only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175).

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

1. At the most recent IEP team meeting you attended before removing your child from the public school, or
2. In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

1. The school prevented you from providing notice.
2. You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district.
3. Providing notice would likely have resulted in physical harm to your child.
4. Illiteracy and inability to write in English prevented you from providing notice.
5. Providing notice would likely have resulted in serious

emotional harm to your child (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56177).

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE (34 CFR 300.151–153; 5 CCR 4600).

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Glossary of Abbreviations Used in This Notification

ADR:	Alternative Dispute Resolution
CFR:	Code of Federal Regulations
EC:	California Education Code
FAPE:	Free Appropriate Public Education
IDEA:	Individuals with Disabilities Education Act
IEP:	Individualized Education Program
OA:	Office of Administrative Hearings
SELPA:	Special Education Local Plan Area
USC:	United States Code

Section 504 of the Rehabilitation Act of 1973

Rights and Protections

The Rehabilitation Act of 1973 is a nondiscrimination law. The law ensures that disabled students are to have educational opportunities and benefits equal to those provided to non-disabled students. Pupils protected under Section 504 are those who (1) have, (2) who have a record of having, or (3) who are regarded as having a physical or mental impairment that substantially limits their ability to learn. The following rights apply to pupils with

exceptional needs (see previous section) and to other disabled pupils who may not require "Special Education."

1. You have a right to be informed by the District of your rights under Section 504 (34 CFR 104.32).
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met (34 CFR 104.33).
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved of an otherwise valid obligation to provide or pay for services provided to a disabled student (34 CFR 104.34).
4. Your child has the right to placement in the least restrictive environment (34 CFR 104.34).
5. Your child has a right to facilities, services, and activities that are comparable to those provided to non-disabled students (34 CFR 104.34).
6. Your child has a right to an evaluation prior to an initial Section 504 plan and any subsequent significant change in placement (34 CFR 104.35).
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations and anecdotal reports (34 CFR 104.35).
8. Placement decisions must be made by a group of knowledgeable persons (i.e., the Section 504 SST), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities (34 CFR 104.35).
9. You have the right to notice prior to any action by the District in regard to the identification, evaluation, or placement of your child (34 CFR 104.436).
10. You have the right to examine relevant records (34 CFR 104.36).
11. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney (34 CFR 104.36).
12. If you wish to challenge the actions of the District's Section 504 Student Study Team with regard to your child's identification, evaluation, or educational placement, you must file a written Notice of Appeal with the District's Section 504 Coordinator (Director of Special Services), generally within ninety (90) calendar days from the time you receive written notice of the Section 504 Student Study Team's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time and place for the hearing.
13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction (34 CFR 104.36).
14. On Section 504 matters other than your child's identification,

evaluation, and placement, you have a right to file a complaint with the District Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

15. You also have a right to file a complaint with the Office for Civil Rights.

The address of the Regional Office that Covers California is:

Office for Civil Rights
50 United Nations Plaza Room 239
San Francisco, CA 94102
Phone: (415) 556-7000

If you have any questions about your Section 504 rights, please contact the Director of Special Services, 1902 Howard Road, Madera CA 93637, (559) 675-4500, ext. 266.

NUTRITION

Breakfast, Lunch & Milk Information

The Madera Unified School District serves nutritious meals every school day. Students may buy lunch for \$1.75 in grades Kindergarten through 12. Breakfast may be purchased for \$1.00 and extra milk for \$.25. Your child's meals should be paid for in advance and not run in the negative. **Prices subject to change.**

Nutritionally Adequate, Free or Reduced-Price Meals

State law requires that nutritionally adequate, free or reduced-price meals be provided to needy children. Priority shall be given to providing free meals to the most needy children.

Based on guidelines prescribed by the United States Secretary of Agriculture, pupils may be eligible to receive free or reduced price meals (E.C. 48980(b), 49510 et. seq).

Children from a family whose income is at or below the levels shown on the Free and Reduced Price Lunch Scale are eligible either for free meals or for reduced price meals at a no co-pay for lunch or for breakfast. Meals must be paid for until the application is approved.

Questions regarding Free and Reduced Price eligibility may be answered by contacting the Child Nutrition Department at 675-4546.

Health and Safety Code 114015 states that "No food prepared or stored in a private home shall be used, stored, served, offered for sale, sold, or given away in a food facility." The Madera Unified Child Nutrition Department has determined that homemade food items are NOT allowed for distribution in classrooms. This includes cupcakes, cookies, potluck food items, etc. Any party food MUST be purchased in a retail store or bakery, or from the Food Services Department of Madera Unified School District. If you have any questions regarding this policy, or the products available from Food Services, please call Sandra Perez, Director of Child Nutrition at 675-4546.

SAFETY

Bicycles, Scooters and Skateboards

To help protect our students, rules for bicycle safety, for use as school equipment, and for use of bicycles, scooters and

skateboards to and from school must be followed. It is recommended that only students in grades 3 and above ride bicycles to school. Bicycle helmets are required.

Disaster Preparedness

Emergencies happen unexpectedly at any time during the day or night. Confusion that may exist at that time can be reduced by carefully planning what must be done before, during, and after the emergency.

In the event of an emergency during the school day, the best place for the students to remain is at school. School staff-members will put into effect a prearranged disaster preparedness plan that will insure the safety and welfare of all students for the duration of the emergency. During the emergency, it is essential that the school telephones are available to school personnel. The school should be called only if it is absolutely necessary. Students will not be released from school unless the emergency has ended or they have been picked up by their parents or authorized person(s).

Parents should prepare their children for an emergency:

1. By being aware of the emergency procedure instructions given to their children at school.
2. By keeping their child's emergency data card on file at the school and updated at all times.
3. By establishing the safest and most direct route to and from school.
4. By arranging for a neighbor or friend to care for their child if the parents leave home for the day.

The Madera Unified School District has a detailed disaster preparedness program designed to deal with major disasters, including earthquakes. We will adhere to the following guidelines:

If a serious earthquake should happen during the school day, we will keep all students at school in a safe area until parents/guardians or authorized persons noted on the emergency card arrive at the school. Students not picked up will remain at school until the end of the normal school day, and will be released at that time providing it is safe to go home. Coordinating teams composed of school personnel will direct all emergency operations. If a disaster occurs while students are on the way to school, they should continue on to school or go directly home, depending on road conditions or the shortest route. Please discuss this information at home with your student(s).

Comprehensive School Safety Plans

All schools are required to develop Comprehensive School Safety Plans, which, based on a current examination of school crime, identify appropriate strategies and programs to maintain school safety and to insure that existing laws related to school safety are effectively enforced (E.C. 32282).

School sites are required each July to report on status of school safety plan, including description of key elements, in the annual school accountability report card prepared under EC 33126 and 35256.

Requires school site council or school safety planning committee to notify, in writing, specified persons and entities about the required public meeting to allow members of the public an opportunity to express an opinion about the school plan (E.C. 32288).

Each school site in Madera Unified has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. Fire drills are

held monthly in elementary schools; emergency drills are held monthly through out the district.

California Department of Education (Disaster Preparedness Information)

The California Department of Education is required to electronically distribute disaster preparedness educational materials to school district and county offices of education in, at least, the three most dominate primary languages spoken by English Learners in California. When posted, (not yet done) this information will be found at the CEC website.

Emergency/Disaster

In cases of disaster, please tune in to these radio stations:

KMJ 580 AM (English) KMMM 107.3 FM (Spanish)

Please do not call the school because the phones (if in use) will be needed by those providing emergency relief.

Hazardous Building Materials and Pesticides

Parents/guardians have a right to be informed regarding management plans for asbestos-containing materials (40 CFR 763.93) and to information regarding use of pesticides (E.C. 17612). This information is contained in each school's Student/Parent Handbook, or you may call the District's Maintenance Department at (559) 675-4534.

Asbestos Management Plan

An updated management plan for asbestos-containing material in school buildings is available at the District Office (40 C.F.R. § 763.93).

Backpacks

The State Assembly has resolved that parents/guardians should be aware of possible health risks students take by carrying heavy backpacks. Please take actions necessary to avoid potential injury.

Megan's Law – Registered Sex Offender Information

Assembly Concurrent Resolution (ACR) 72, Chapter 122, Statutes of 1997, strongly urges school districts to inform parents regarding the availability of information about local registered sex offenders. Parents/guardians, can obtain necessary information by contacting local law enforcement agencies such as the Madera Police Department or the Madera County Sheriff's Department.

Information about registered sex offenders in California can also be found on the California Department of Justice's Internet website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

TRANSPORTATION

Student Walking Limits

Students who reside outside the established radius zones as defined below will have bussing services available to them:

1. Radius zone will be drawn at a distance of 1 mile from the school site for K – 6th.
2. Radius zone will be drawn at a distance of 1.5 miles from the

school site for 7th - 8th.

3. Radius zone will be drawn at a distance of 2 miles from the school site for 9th - 12th.

The radius zone will be measured by drawing a circular radius from a central location at the school site campus and around the school within the school's attendance boundary.

Foggy Day Schedule

MUSD Foggy Day Information Phone Line: (559) 673-2288, Press 9.

The following radio stations and television stations are sources to determine whether or not Madera Unified School District is on a foggy day schedule. These stations will broadcast the foggy day conditions periodically throughout the morning hours:

Radio Stations	Television Stations
English KMJ 580 AM	Channel 18 – KVPT
	Channel 24 – KSEE
	Channel 30 – KFSN
	Channel 47 – KJEO

Fog delays will be called District wide. Parents and students need to look or listen for Madera Unified School District on the T.V. or radio.

Bus Riding Privileges

Any student who violates the bus rules or does not follow instructions from the driver may have their riding privileges suspended or revoked. Authority to suspend or revoke a student's bus riding privileges shall rest with a site administrator; the administrator will notify parents of the students of the suspension and the reasons therefore. All drivers involved will be notified.

When a student is denied bus-riding privileges, this also includes field trips.

Parents/guardians/designated people of Kindergarten students must be at the bus stop to receive the student or the student will be taken back to the school. If this happens more than 5 times during the school year, the student will lose bus riding privileges.

General Rules of Behavior at the Bus Stop or Loading and Unloading

1. Always arrive at the bus stop early (at least 5 minutes prior to bus arrival).
2. Stand in an orderly manner.
3. Respect private property. (Do not walk on lawns or flowerbeds, or climb on cars and trees).
4. No pushing or shoving.
5. Always face the bus as it approaches.
6. Never run to or from the bus.
7. Listen to instruction from the driver.
8. Wait completely off the road for the bus. Stand at a safe distance from the bus as it pulls up to make its stop, and wait until the bus comes to a complete stop and the driver opens the door before walking towards the bus (Recommended distance 10 feet).
9. Watch your step getting on and off the bus, especially in wet weather. Always use the handrail.

10. The bus driver is in complete charge of the bus and may assign seats, as the drivers feel necessary.

While Riding the Bus

1. Pupils should enter the bus in an orderly manner and should not bring aboard items of injurious or objectionable nature (Animals, glass, etc.).
2. Do not get out of your seat while the bus is in motion.
3. Remain seated until the bus stops and the driver opens the doors before exiting.
4. Keep hands, head, arms, etc. inside the bus at all times.
5. No screaming, yelling, or use of profanity on the bus.
6. No harassing or fighting on the bus.
7. Be courteous to fellow students.
8. No smoking on the bus.
9. Students are not allowed to make offensive remarks or gestures to pedestrians or motorists.
10. The aisle of the bus shall be kept clear of books, lunches, feet, etc.
11. Permission to leave or board the bus at other than the normal stops shall be cleared with the Principal or the school office (in advance), and written permission presented to the driver on a school bus pass.
12. The request must not require the bus to go off its route or require an additional stop.
13. Space must be available on the bus.
14. No objects will be thrown in or out of the bus.
15. You may not refuse to share a seat with another student.
16. Remain in your seat and be quiet at railroad grade crossings.

Red Light Crossing Instruction

For children who must cross the street at the bus stop.

1. In the morning, students are to gather at their assigned bus stop and wait for the bus to arrive.
2. Driver will shut bus off, activate red lights and walk to the center of the roadway to cross children, if required.
3. Children are to remain still until the driver tells them it is safe to cross.
4. Students must cross between the driver and the bus.
5. The driver will be the last person to get on the bus.
6. Drivers doing red light crossings are in control of the street or roadway upon which they are on! Cross traffic or traffic on the other streets that a student must cross to get to or from a bus stop cannot be controlled by the bus driver.
7. Grades 9-12 will not receive a driver escort unless pre-Kindergarten through 8th-grade students require an escort. Then all students will receive a driver escort.

Afternoon Drop Offs

For children who must cross the street that the bus stop is on:

1. Children are to remain seated until the bus comes to a complete stop.
2. Driver will shut bus off, activate red flashing lights and open the door. Driver will be the first person off the bus, with the children following.
3. The children will wait on the right side of the roadway until the driver assures safety.
4. The children must walk in front of the bus between the driver and the bus in an orderly manner.

School Bus Danger Zone

Any place around a school bus can be dangerous. It is safe to assume that if you cannot see the driver, the driver cannot see you. Never play around a school bus. Do not run in front of or hide behind a school bus. Never crawl under a school bus.

Contact Information

Sam Armentrout
Director of Pupil Transportation Services
1200 Gill Ave
Madera, CA 93637
Phone: (559) 673-2288
Fax: (559) 673-5845
E-mail: armentrout_s@madera.k12.ca.us

2010/2011 Madera Unified School District – School Site Listing

**Elementary
Schools**

John Adams (K-6)
1822 National Ave
674-4631 674-3867(fax)
Kendall Jones, Principal
Shannon Capshew, V.P.

Alpha (K-6)
900 Stadium Road
661-4101 673-0931(fax)
Carsten Christiansen, Principal
Isabel Guzman, V.P.

Berenda (K-6)
26820 Club Drive
674-3325 664-9716(fax)
Lisa Fernandez, Principal
Denise Munoz, V.P.

Cesar Chavez (K-6)
2600 E. Pecan Ave
664-9701 664-9716(fax)
Elizabeth Runyon, Principal
Stephanie McPherson, V.P.

Dixieland (K-8)
18440 Road 19
673-9119 673-8232(fax)
Kliff Justesen, Principal

George Washington (K-6)
509 E South Street
674-6705 674-7386(fax)
Bill Holden, Principal
Heather Unger, V.P.

Howard (K-8)
13878 Road 21 ½
674-8568 673-5882(fax)
Mark Beveridge, Principal

James Madison (K-6)
109 Stadium Road
675-4630 661-8397(fax)
Arora Chavez, Principal
Michele Angus, V.P.

James Monroe (K-6)
1819 North Lake Street
674-5679 674-3008(fax)
Tom Chagoya, Principal
Kimberly Bitter, V.P.

La Vina (K-8)
8594 Road 23
673-5194 673-9091(fax)
Patricia Lopez, Principal

Lincoln (K-6)
650 Liberty Lane
675-4600 674-3061(fax)
Kim Bondietti, Principal
Terri Dompeling, V.P.

Millview (K-6)
1609 Clinton Street
674-8509 674-9683(fax)
Rachel Church, Principal
Rosie Galvez, V.P.

Nishimoto (K-6)
26460 Martin Street
664-8110 664-8343(fax)
Raul Lozano, Principal
Michael Diaz, V.P.

Parkwood (K-6)
1150 E Pecan Ave
673-4500 673-9822(fax)
Omar Jeronimo, Principal
Alberto Felix, V.P.

Pershing (K-6)
1505 E Ellis Street
664-9741 664-9756(fax)
Andrew Beakes, Principal
Danene Guglielmana

Sierra Vista (K-6)
917 E. Olive Ave
674-8579 674-1503(fax)
Kathleen Nekumanesh,
Principal
Erik Lowry, V.P.

Pre – School Department
525 E Yosemite Ave
675-4003 675-4950(fax)
Dana Eckman, Child
Development Coordinator

**Junior High
Schools**

Jack G. Desmond (7-8)
26490 Martin Street
664-1775 664-1308(fax)
Marvin Baker, Principal
Darlene Stiers, V.P.
Darrell Yates, V.P.

Martin Luther King Jr. (7-8)
601 Lilly Street
674-4681 674-4261(fax)
Paul Van Loon, Principal
Jesus Navarro, V.P.
Hilda Castrellon, V.P.

Thomas Jefferson (7-8)
1407 Sunset Ave
673-9286 673-6930(fax)
Jesse Carrasco, Principal
Sergio Mendez, V.P.
Sabrina Rodriguez, V.P.

**High Schools &
Continuation Schools**

Madera High (9-12)
200 South L. Street
675-4444 675-4531(fax)
Kent Albertson, Principal
Alan Hollman, V.P.-Engineering
Kristi Castillo, V.P.-Human Services
Jim Deis, V.P.-Humanities
Fermin Guzman, V.P.-Health Science

Madera South High (9-12)
705 W Pecan Ave
675-4455 675-9985(fax)
Sandon Schwartz, Principal
Sheryl Sisil, V.P.-Agriculture
Josh Shapiro, V.P.-Business
Robert Madsen, V.P.-Humanities
Todd Lile, V.P.-Health Science

Eastin-Arcola High (9-12)
29551 Ave 8
674-8841 674-2566(fax)
John Denno, Principal
Aimee Anderson, Principal

Furman High (9-12)
955 W Pecan Ave
675-4482 673-8611(fax)
Dan Lindstrom, Principal
Shirley Woods, V.P.

Madera Adult Ed.
955 W Pecan Ave
675-4425 675-4562(fax)
Dan Lindstrom, Principal
Shirley Woods, V.P.

MADERA UNIFIED SCHOOL DISTRICT
Open Enrollment Transfer Application

Open Enrollment permits must be completed for each child for whom an open-enrollment transfer request is made. Applications to attend your school of choice must be submitted at any time during the months of March and April of the preceding school year.

This application must be submitted to the pupil's CURRENT SCHOOL OF ATTENDANCE, with the following exception. For incoming kindergarteners, applications must be submitted to the school of residence. If you have questions about which is your SCHOOL OF RESIDENCE, please call the Office of Facilities and Planning at 675-4548.

Please Print Clearly

Student Id#: _____

Parent(s)/Guardian(s)' Name(s): _____ Home Phone: _____

Student's Name: _____ Date of Birth: _____

Street Address: _____ City: _____ Zip: _____

Student's Current Grade: _____ Student's Current School: _____

School of Desired Attendance: _____ School Year of Transfer: _____

Student's Special Education Program Needs (If Any, Describe): _____

Mark Reason(s) for Transfer Request (Check as Appropriate):

- (1) _____ Special circumstances exist which make it harmful or dangerous for the referenced student to attend school in the current attendance area.

Attach one of the following: (a) A written statement from a representative of an appropriate state or local agency, including, but not limited to, a law enforcement official, social worker, or properly licensed or registered professional psychiatrist, psychologist, marriage, family and child counselor; or (b) A court order, including a temporary restraining order and injunction issued by a judge. Also, attach a written statement by the principal or vice principal of the school of current attendance verifying that you have notified the school regarding the alleged harmful or dangerous conditions at the school. The District reserves the right to evaluate the legitimacy of any claims made under this enrollment priority.

- (2) _____ The above named student has a sibling already in attendance at the desired school of attendance or the pupil's parent or guardian is assigned to that school as his or her primary place of employment.

School Use Only – Verified: Yes No Initials _____

- (3) _____ The student is currently enrolled and attending the desired school pursuant to a previously approved "Open-Enrollment Transfer Applications."

School Use Only – Verified: Yes No Initials _____

- (4) _____ The student is currently enrolled and attending the desired school pursuant to a previously approved "Intra-District Transfer Attendance Request."

School Use Only – Verified: Yes No Initials _____

- (5) _____ The student is currently enrolled and attending the desired school, because the District has so placed the student due to crowded conditions at the ordinary school of attendance.

School Use Only – Verified: Yes No Initials _____

- (6) _____ The student has been in attendance at the desired school of attendance during the year prior to the school year of proposed transfer, but will be required to attend another school pursuant to a boundary change.

School Use Only – Verified: Yes No Initials _____

- (7) _____ The student has been in attendance at the desired school of attendance during the year prior to the school year of proposed transfer, but was enrolled at the school of choice through unintentional error and without deceit.

School Use Only – Verified: Yes No Initials _____

- (8) _____ Other (Please Describe): _____

WITH MY SIGNATURE BELOW, I SIGNIFY THAT I UNDERSTAND AND AGREE WITH ALL OF THE FOLLOWING STATEMENTS:

If I do not supply all requested information, or, if I submit inaccurate information, the transfer request will be denied or revoked.

Students must normally attend the school serving the attendance area in which they live. Under "Open Enrollment" parents/guardians may request that their child be allowed to attend their school of choice within the District.

Open-enrollment permits cannot be granted if approval would result in excessive enrollment at the school of choice, or, if approval would result in displacement of students residing within the designated attendance area. Nor may requests be granted, if approval would result in inappropriate racial or ethnic imbalance at either the school of choice or residence.

If the number of requests to attend a particular school exceeds the capacity of that school, selection of pupils for approval to enroll will be made through a random, unbiased process that cannot be based upon the student's academic or athletic performance. The District has the right to base approval of requests on specific priorities. These are recited above in the checklist "Reason(s) for Transfer Request," in priority order.

Approval of open-enrollment requests does not grant permanent status at the school of choice. Transfers are valid for only one school year; and open enrollment transfers may be rescinded during the school year if space is no longer available for students who reside in the attendance area **or if space is needed to accommodate pupils transferring from Program Improvement schools pursuant to federal requirements (20 USC 6316)**. Open-enrollment permits may also be revoked at any time for any of the following reasons:

1. The student has committed a violation of Education Code section 48900 which would be cause for suspension or expulsion from the District.
2. The student demonstrates chronic attendance problems. As used here, a student exhibits "chronic attendance" problems whenever she/he meets the criteria for being "truant" pursuant to Education Code section 48260.
3. The student has violated a school rule or regulation which the Principal or designee determines is sufficiently serious so as to justify revocation.
4. The Principal or designee determines that the educational interests of the student would be best served by revocation of the intra-district attendance permit.

The parent is responsible for providing daily transportation to and from the school of choice. When bus space is available, the child may ride the school bus on established routes.

Signature, Parent(s) / Guardian(s)

Print Name

Date

The **Facilities Planning Department** will process this application in accordance with Board Policy and Administrative Regulation 5116.1 **within 60 days of the application deadline**; and notifications will be mailed out as soon as possible thereafter. The notice will inform the applicant that the request has been approved or denied. If the application is denied, the pupil's name will be placed on a waiting list and the applicant will be informed of the pupil's ranking on the wait list.

The Open Enrollment waiting list will no longer be in effect after October 1st of the school year requested. **On or after October 1st, if you still wish to have your child enrolled at your school of choice, you must submit another form ("Intra-District Transfer Attendance Request"-Form 24), which is available at all school offices. Submission of the form does not guarantee approval of the transfer, but it is a necessary step toward being considered.**

APPROVAL OF THIS PERMIT WILL BE BASED ON THE AVAILABILITY OF SPACE AT THE SCHOOL OF DESIRED ATTENDANCE. APPROVALS ARE NEITHER AUTOMATIC NOR GUARANTEED. You are reminded to enroll your child at your normal school of residence, in order to insure a place for your child. If you have questions about which is your SCHOOL OF RESIDENCE, please call the Office of Facilities and Planning at 675-4548.

**Madera Unified School District
INTERDISTRICT ATTENDANCE PERMIT**

Please return to:
Director of Facilities Planning
Madera Unified School District
1205 Madera Avenue , Madera, CA 93637
(559) 675-4548
FAX (559) 675-4608

Date _____

Madera County (E.C. 46000 et seq.)

New ☐ Renewal ☐

School Year _____

REQUEST

Parents/Guardians:

Name _____ Work Phone () _____

Name _____ Work Phone () _____

Address _____

City _____ CA Zip Code _____ Home Phone () _____

Pupil Information:

Name (Last) (First)	Date of Birth	Grade

I request that my child(ren) be allowed to attend classes at _____ School in the
_____ School District through the _____ school year.

Parent/Guardian Signature

Reasons for requesting Interdistrict Attendance Permit:

(May attach additional pages)

AGREEMENT

The Governing Board of the School District indicated below hereby agree to permit the attendance of the pupils as requested for the school year 20____ - 20____, subject to the following terms:

- (a) INTERDISTRICT ATTENDANCE PERMIT MUST BE RENEWED ANNUALLY.
- (b) This permit may be revoked for poor attendance, improper conduct, unacceptable grades, and approval is subject to space available.

Approved/Denied - - MUSD School Administrator _____ Date _____	
<u>DISTRICT OF RESIDENCE</u> ____ Approved ____ Denied* _____ 20____ ____ School District By _____ ____ Authorized Signature ____ ____ Title	<u>DISTRICT OF ATTENDANCE</u> ____ Approved ____ Denied* _____ 20____ ____ School District By _____ ____ Authorized Signature ____ ____ Title

MUSD /Form 24a (03/04)



Madera Unified School District

VERIFICATION/ DECLARATION OF RESIDENCY PROCESS

To Verify your Residency:

(A)	(B)
<p>If you own or rent you must provide <u>two</u> documents:</p> <p style="text-align: center;">* * *</p> <p>1.) An original PG&E <u>or</u> water bill.</p> <p>The name on the bill must match the name on the below document(s).</p> <p>2.) Either a home ownership or rental agreement document.</p> <p>The homeowner/renter may provide any of the following documents to prove residency:</p> <ul style="list-style-type: none"> • Title or Deed • Mortgage statement • Property tax statement • Rental Agreement with receipt * <p><i>* Rental agreement and rent receipt must be current and must include landlord's name, address, and telephone number. Rent receipt must have parent(s) or guardian(s) names. Rental agreement must include date and signature and be determined as valid by the receiving site.</i></p>	<p>If you live with a family member or someone other than a family member, you must complete the following steps:</p> <p style="text-align: center;">* * *</p> <p>1.) Complete a Declaration of Residency form.</p> <p>This form is available at your child's school of residence and MUST BE NOTARIZED.</p> <p>2.) The person with whom you live must verify their residency. See column "A" described to the left.</p> <p>3.) Parents/guardians must provide mail they have received at the address they are living. Mail must come from a business and must be current. Personal letters will not be accepted.</p> <p>The following are examples of what may be accepted. *</p> <ul style="list-style-type: none"> • Credit card bill • Work/Pay Stub • Unemployment • Medical Statement • Insurance <p><i>* School Site's maintain the right to accept/deny the above documents at their discretion.</i></p>

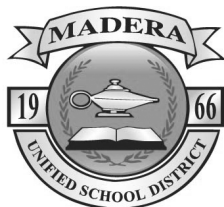
All new and returning students must verify residency annually.

Should evidence arise that suggests that your child(ren) does not live at the stated address, more information may be required. Upon review of evidence, or lack thereof, that your child(ren) does not live at the stated address or if you move to a different attendance area during the school year and fail to inform the school, school sites maintain the right to disenroll your child(ren) from their site. In this event, please enroll your child(ren) in their correct school of residence.

The above requirements will be waived on account of students designated "homeless" by the McKinney-Vento Homeless Assistance Act.

Form# 263

Updated 1/10 SA



Madera Unified School District
DECLARATION OF RESIDENCY
IMMEDIATE FAMILY MEMBERS
(Parents, Grandparents, Siblings)

To be completed by parent/guardian wishing to enroll child/children

Name of Parent/Guardian _____ Telephone _____

Address _____ City _____ Zip _____

Student(s) Name(s):

D.O.B

Grade

I hereby declare or affirm under penalty of perjury that the above information is true and correct. I understand that false or inaccurate information may result in my child/children being dropped from the school and/or disenrolled from Madera Unified School District. Every person who willfully procures another person to commit perjury is guilty of subornation of perjury, and is punishable in the same manner as he would be if personally guilty of the perjury so procured." PC Section 127.

Signature of Parent/Guardian

Date

To be completed by property owner (renter)

I, _____ reside at _____
Name of Property Owner (Renter) Address

My telephone number is (559) _____ and I verify that the above-named children are my grandchildren/
great grandchildren/nieces/nephews and are currently residing at my residence. I understand that:

1. "Residence" means family will be living and sleeping in my home;
2. I am responsible for notifying the school within 48 hours of the family's change of address;
3. I will provide Madera Unified School District with proof of residency as listed under Declaration of Residency Policy at the time of registration and proof of relationship with the above-named person;
4. Random residency visitations may take place during the school year;
5. This form is valid for one school year only.

I declare or affirm under penalty of perjury that the parent/guardian and the student(s) listed above are residing at that address indicated above; and that the address is lawfully assigned to a home, apartment or other property which I either own or rent. I further declare under penalty of perjury that the above is true and correct, that I could and would so testify under oath, if called to do so before any tribunal or officer empowered by the laws of this state to administer oaths. I am also aware that the school district has the legal authority to make unannounced home visits to verify the residency of the students listed above.

Signature of Home Owner (Renter)

Date

State of California

County of Madera

On _____ before me, _____

Date

Notary Public

personally appeared _____ and _____

Name of Parent/Guardian

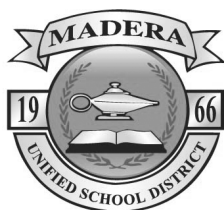
Name of Property Owner (Renter)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity (ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.
WITNESS my hand and official seal:

District Approval:

Signature _____
Name _____ Date _____



Madera Unified School District

DECLARATION OF RESIDENCY WITH ANOTHER FAMILY

To be completed by parent/guardian wishing to enroll child/children

Name of Parent/Guardian _____ Telephone _____

Address _____ City _____ Zip _____

<i>Student(s) Name(s):</i>	<i>D.O.B</i>	<i>Grade</i>

I hereby declare or affirm under penalty of perjury that the above information is true and correct. I understand that false or inaccurate information may result in my child/children being dropped from the school and/or disenrolled from Madera Unified School District. Every person who willfully procures another person to commit perjury is guilty of subornation of perjury, and is punishable in the same manner as he would be if personally guilty of the perjury so procured.” PC Section 127.

Signature of Parent/Guardian

Date

To be completed by property owner (renter)

I, _____ reside at _____
Name of Property Owner (Renter) Address

My telephone number is (559) _____ and I verify that the above-named children are currently residing at my residence. I understand that:

1. "Residence" means family will be living and sleeping in my home;
2. I am responsible for notifying the school within 48 hours of the family's change of address;
3. I will provide Madera Unified School District with proof of residency as listed under Declaration of Residency Policy at the time of registration.
4. Random residency visitations may take place during the school year;
5. This form is valid for one school year only.

I declare or affirm under penalty of perjury that the parent/guardian and the student(s) listed above are residing at that address indicated above; and that the address is lawfully assigned to a home, apartment or other property which I either own or rent. I further declare under penalty of perjury that the above is true and correct, that I could and would so testify under oath, if called to do so before any tribunal or officer empowered by the laws of this state to administer oaths. I am also aware that the school district has the legal authority to make unannounced home visits to verify the residency of the students listed above.

Signature of Home Owner (Renter)

Date

State of California

County of Madera

On _____ before me, _____

Date

Notary Public

personally appeared _____ and _____
Name of Parent/Guardian Name of Property Owner (Renter)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERGURY under the laws of the State of California that the foregoing paragraph is true and correct.
WITNESS my hand and official seal:

District Approval:

Signature _____
Name _____ Date _____

**MADERA UNIFIED SCHOOL DISTRICT
FAMILY HISTORY AND PHYSICAL FORM**

SPORT _____

Student's Name _____ ID # _____

LAST NAME

FIRST NAME

What school did you attend last year? _____ Grade _____ Age _____ Date of Birth ____/____/____

Address _____ Phone _____

- | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|-------|-----|------|---------|-------|------|-------|------|-------|------|-----------|----------|--------|-------|-----------|--|------|
| <p>1. Have you had a medical illness or injury since your last check up or sports physical? YES NO
Do you have an ongoing or chronic illness? YES NO</p> <p>2. Have you ever been hospitalized overnight? YES NO
Have you ever had surgery? YES NO</p> <p>3. Are you currently taking any prescription or nonprescription (over-the-counter) medications or pills or using an inhaler? YES NO
Have you ever taken any supplements or vitamins to help you gain or lose weight or improve your performance? YES NO</p> <p>4. Do you have any allergies (for example, to pollen, medicine, food, or stinging insects)? YES NO
Have you ever had a rash or hives develop during or after exercise? YES NO</p> <p>5. Have you ever passed out during or after exercise? YES NO
Have you ever been dizzy during or after exercise? YES NO
Have you ever had chest pain during or after exercise? YES NO
Do you get tired more quickly than your friends do during exercise? YES NO
Have you ever had racing of your heart or skipped heartbeats? YES NO
Have you ever been told you have a heart murmur? YES NO
Has any family member or relative died of heart problems or of sudden death before age 50? YES NO
Have you had a severe viral infection (for example, myocarditis or mononucleosis) within the last month? YES NO
Has a physician ever denied or restricted your participation in sports for any heart problems? YES NO</p> <p>6. Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)? YES NO</p> <p>7. Have you ever had a head injury or concussion? YES NO
Have you ever been knocked out, become unconscious, or lost your memory? YES NO
Have you ever had a seizure? YES NO
Do you have frequent or severe headaches? YES NO
Have you ever had numbness or tingling in your arms, hands, legs, or feet? YES NO
Have you ever had a stinger, burner, or pinched nerve? YES NO</p> <p>8. Have you ever become ill from exercising in the heat? YES NO</p> <p>9. Do you cough, wheeze, or have trouble breathing during or after activity? YES NO
Do you have asthma? YES NO
Do you have seasonal allergies that require medical treatment? YES NO</p> | <p>10. Do you use any special protective or corrective equipment or devices that aren't usually used for your sport or position (for example, knee brace, special neck roll, foot orthotics, retainer on your teeth, hearing aid)? YES NO</p> <p>11. Have you had any problems with your eyes or vision? YES NO
Do you wear glasses, contacts, or protective eyewear? YES NO</p> <p>12. Have you ever had a sprain, strain, or swelling after injury? YES NO
Have you broken or fractured any bones or dislocated any joints? YES NO
Have you had any other problems with pain or swelling in muscles, tendons, bones or joints? YES NO</p> <p><i>If yes, circle appropriately and explain below.</i></p> <table border="0" style="width: 100%;"> <tr> <td>Head</td> <td>Elbow</td> <td>Hip</td> </tr> <tr> <td>Neck</td> <td>Forearm</td> <td>Thigh</td> </tr> <tr> <td>Back</td> <td>Wrist</td> <td>Knee</td> </tr> <tr> <td>Chest</td> <td>Hand</td> <td>Shin/Calf</td> </tr> <tr> <td>Shoulder</td> <td>Finger</td> <td>Ankle</td> </tr> <tr> <td>Upper arm</td> <td></td> <td>Foot</td> </tr> </table> <p>13. Do you want to weigh more or less than you do now? YES NO
Do you want to lose weight regularly to meet weight requirements for your sport? YES NO</p> <p>14. Do you feel stressed out? YES NO</p> <p>15. Record the dates of your most recent immunizations (shots) for:</p> <p>Tetanus _____ Measles _____</p> <p>Hepatitis B _____ Chickenpox _____</p> <p>FEMALES ONLY</p> <p>16. When was your first menstrual period? _____</p> <p>When was your most recent menstrual period? _____</p> <p>How much time do you usually have from the start of one period to the start of another? _____</p> <p>How many periods have you had in the last year? _____</p> <p>What was the longest time between periods in the last year? _____</p> <p>Explain "YES" answers here: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> | Head | Elbow | Hip | Neck | Forearm | Thigh | Back | Wrist | Knee | Chest | Hand | Shin/Calf | Shoulder | Finger | Ankle | Upper arm | | Foot |
| Head | Elbow | Hip | | | | | | | | | | | | | | | | | |
| Neck | Forearm | Thigh | | | | | | | | | | | | | | | | | |
| Back | Wrist | Knee | | | | | | | | | | | | | | | | | |
| Chest | Hand | Shin/Calf | | | | | | | | | | | | | | | | | |
| Shoulder | Finger | Ankle | | | | | | | | | | | | | | | | | |
| Upper arm | | Foot | | | | | | | | | | | | | | | | | |

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

➡ **SIGNED:** _____ **DATE:** _____ ➡ **SIGNED:** _____ **DATE:** _____

(Parent or legal guardian) (Student)

PHYSICAL EXAMINATION

LIABILITY WAIVER: I agree to indemnify and hold the physician named below harmless against responsibility for injuries or illness incurred by my student-athlete while participating in athletics.

➡ Parent/Guardian Signature: _____ Date: _____

BP ____/____ (____/____/____) Urine _____ Pulse _____

All students participating in athletics must have a physical examination. I hereby certify that I have examined _____ and found him/her to be physically fit to engage in sports.

STUDENT'S NAME

Notes: _____

Physician's Signature: _____ Date: _____

CONSENT FORM

PARENTAL PERMISSION: I hereby give my consent for _____ to engage in approved
STUDENT'S NAME

athletic activities, except those prohibited by the examining physician. I also give my consent for my child to travel with a representative of the school district on interscholastic athletic trips. In the event this student is injured, the school district official is hereby granted my permission to administer first aid and to secure medical treatment.

WARNING: PARTICIPATION IN ATHLETICS MAY RESULT IN SEVERE INJURY, INCLUDING PARALYSIS AND DEATH. CHANGES IN RULES, IMPROVED CONDITIONING PROGRAMS, BETTER MEDICAL COVERAGE AND IMPROVEMENTS IN EQUIPMENT HAVE REDUCED THESE RISKS BUT IT IS IMPOSSIBLE TO TOTALLY ELIMINATE SUCH OCCURRENCE IN ATHLETICS.

➡ Parent/Guardian Signature _____ Date: _____

INSURANCE STATEMENT: Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Students must have insurance before they are allowed to practice and participate in athletic programs. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Healthy Families at 1-800-880-5305.

California school law (Education Code 32220-24) requires every member of an athletic team to have bodily injury insurance providing at least \$1500 of scheduled medical and hospital benefits. The Madera Unified School District makes available upon request insurance through a private insurance company for all students which will meet the education code insurance requirements.

- I have Medi-Cal coverage: No _____ Yes _____ Card # _____
 - I have private medical insurance coverage: No _____ Yes _____ Name of company _____
 - I am purchasing the private insurance that is being made available by MUSD: No _____ Yes _____ ***
*** This insurance must be paid for before a student is allowed to participate
 - I hereby guarantee to keep medical insurance coverage in force, which meets or exceeds legal requirements for the entire duration that my child participates in athletics.

➡ Parent/Guardian Signature _____ Date _____

(PLEASE COMPLETE INSURANCE INFORMATION BEFORE SIGNING)

ACKNOWLEDGEMENT:

- I/We, the parent/guardian and student-athlete have received, read and understand the MUSD Student & Parent Guardian Athletic Handbook and acknowledge that violations of any policies may result in disciplinary consequences while participating in interscholastic athletics, regardless of context, site or jurisdiction.
- I/We understand and agree that we are financially responsible for any items lost, stolen or damaged by my child. I/We agree to attend a pre-season parent meeting.
- I/We recognize that under CIF Bylaw 200.D, there could be penalties for false or fraudulent information. I/We also understand that the MUSD policy regarding the use of illegal drugs will be enforced for any violations of these rules.

➡ Student Signature _____ Date _____

➡ Parent/Guardian Signature _____ Date _____

NOTIFICATION AND DIRECTORY INFORMATION: If you do not object to the Athletic Director's office releasing your child's name or other pertinent information to the news media, interested schools, parent-teacher associations, interested employers and similar parties, please sign the YES line below. If you do object, please sign the NO line.

➡ _____
Yes, it is permissible to release my child's name

No, I do not want my child's name released

NOTES

[illegible]

NOTES

[illegible]