

Madera Unified School District

Distrito Escolar Unificado de Madera

High School Handbook

Manual de la Escuela Secundaria

Madera High School
Madera South High School
Matilda Torres High School



2020-2021

MADERA UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE MADERA
1902 Howard Road
Madera, CA 93637
(559) 675-4500

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Madera Unified School District

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Ed McIntyre, Lucy Salazar, Ray G. Seibert

Todd Lile, Superintendent

August 10, 2020

Dear Parent(s) or Guardian(s),

It is impossible to describe the challenges people across the world have faced since last spring. The global COVID-19 Pandemic is truly historic and will change the way we live for generations to come as similar plagues have done to our ancestors in times past. We know our families and staff want answers to hundreds of questions and we are working with districts across the nation to find the best practices that equal a path forward. In reality, the last 120 years of education have been reinvented in the last 20 weeks. Changes are sure to be made as the year progresses and we learn more about the coronavirus, our public health response, the needs of our students, and the capacity of our staff. We know two things for sure; 1) plans, practices and policies will change during the year as we learn more 2) we will do all we can to support our students, families and staff regardless of the challenges presented. No matter the nature of the crisis, no matter the conditions we have to overcome, we are always better when we work together.

The pandemic response has required distance learning that relies on digital classrooms, content, and instructional strategies, which has thrust us headlong into the 21st century. Education will never be the same and we will be learning as we go. We pledge ourselves to be our best for your children and we humbly request our families to be patient and supportive. Not a single parent or teacher wanted this but we find ourselves in a defining moment. Our choice to work together will truly define the success of our students. You'll find the most updated information on our website at <https://www.madera.k12.ca.us/> and we ask you to carefully consider all the district communications we send out. Our **Instructional Continuity Plan** and **The Student and Parent Rights and Responsibilities Handbook** is accessible year-round under the Students/Parents section, or by requesting a copy from your school site, or from the office of Student Services at Price's Plaza, 1820 Howard Road, (559) 416-5858.

This handbook briefly sums up the rights and responsibilities that you and your child have within Madera Unified School District. In the following pages, you will find key policies and laws that affect your child's education; processes for accessing services; and procedures for finding answers to questions or voicing concerns. Please consult the District's website (www.madera.k12.ca.us) or your local school webpage for more detailed information, which is updated throughout the year.

The MUSD Community Compact states our Mission this way: ***We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.*** This challenging mission requires us to work together to provide the safest and healthiest learning environment possible. This guide is a resource to student and parent rights and policies approved by our Governing Board to help support any concerns about hate-inspired behavior, discrimination, or harassment.

Thank you for being part of our team and our mission to provide the opportunity for all students to reach their potential. We're proud to serve you and value your collaboration and communication to help us all improve!

Sincerely,

Todd Lile
Superintendent

IMPORTANT TELEPHONE NUMBERS

NÚMEROS DE TELÉFONO IMPORTANTES

Elementary Schools / Primarias

Adams (559) 674-4631
Alpha (559) 661-4101
Berenda (559) 674-3325
Chavez (559) 664-9701
Dixieland (559) 673-9119
Eastin-Arcola (559) 674-8841
Howard (559) 674-8568
La Vina (559) 673-5194
Lincoln (559) 675-4600
Madison (559) 675-4630
Matilda Torres High School
Millview (559) 674-8509
Monroe (559) 674-5679
Nishimoto (559) 664-8110
Parkwood (559) 673-2500
Pershing (559) 664-9741
Sierra Vista (559) 674-8579
Virginia Lee Rose (559) 662-2662
Washington (559) 674-6705

Middle Schools / Escuelas Intermedias

Jack G. Desmond Middle School (559) 664-1775
Martin Luther King Jr. Middle School (559) 674-4681
Thomas Jefferson Middle School (559) 673-9286
Madera Technical Education Center - TBD

High Schools / Escuelas Secundarias

Madera High School (559) 675-4444
Madera South High School (559) 675-4450
Matilda Torres High School (559) 416-5909



Service Departments / Departamentos de Servicios

Child Nutrition / *Nutrición Infantil* (559) 675-4546
Facilities Planning & Construction Management / *Planificación de Instalaciones y Gestión de Construcción* (559) 675-4548
Pre-School / *Pre-escolar* (559) 675-4490
Transportation / *Transportación* (559) 673-3288 or (559) 673-2289

Other Services / Otros Servicios

Alcohol & Drug Treatment (559) 673-8006

Tratamiento de Drogas y Alcohol

Behavioral Health Services (Mental Health) (559) 673-3508

Servicios de Salud del Comportamiento (Salud Mental)

Child Protective Services (559) 675-7829

Servicios de Protección Infantil

Darin Camarena Center (559) 664-4000

Centro de Darin Camarena

Department of Social Services (559) 675-7670

Departamento de Servicios Sociales

Fire Department (Madera) (559) 661-5499

Departamento de Bomberos

Madera County Superintendent of Schools (559) 673-6051

Superintendente de Escuelas del Condado de Madera

Migrant Office (Madera) 662-2662

Oficina Migrante (Madera)

Poison Control (800) 222-1222

Control de Envenenamiento

Police Department (559) 675-4200

Departamento de Policía

Public Library (559) 675-7871

Biblioteca Pública

Sheriff's Department (559) 675-7769

Departamento del Alguacil

Suicide Hotline (800) 273-8255

Línea Directa para la Prevención del Suicidio

Victim Services (559) 661-1000

Servicios para Víctimas

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Please Refer to MUSD Student Handbook For:

- Transportation
- School Safety
- Fees/Fines
- Fundraising
- Nutrition
- Special Education/504 Plans
- Uniform Complaint Procedures
- Contraband Canines
- Forms
- Student privacy for medical appoints



Welcome to High School! Our goal is to continue to strive towards excellence and promote a positive school culture where students feel safe and welcome. Every stakeholder, whether they are a parent, student, staff member, or community member has a significant role in accomplishing this goal. A climate of civility and respect amongst all is key to students enjoying a positive high school experience.

In the pages ahead you will find all of the information you will need to navigate yourself successfully through the coming year at Madera High School, Madera South High School, and Matilda Torres High School. You will find information about athletics, expectations for your behavior, guidelines for appropriate dress, consequences for inappropriate behavior, extra and co-curricular activities, graduation requirements, college entrance requirements, and most importantly, the names of those on campus who are here to help you.

This handbook is designed to communicate the basic expectations of Madera High School, Madera South High School, and Matilda Torres High School so that students and parents alike understand the policies, rules, and procedures governing the way students, staff, and others relate within the high school community. We expect students and parents to become familiar with the basic ideas incorporated in this handbook. The school staff and administration have the responsibility to ensure that all policies are administered fairly and equitably and that all members of the school community have the opportunity to be heard.

As we embark on the journey ahead, know that you are supported and valued by all of our staff members. We want to partner with you and your parents to make your time at MHS, MSHS or THS engaging, memorable and academically challenging. Our goal is for you to be equipped with the 21st Century skills that are essential to become College and Career ready. Our staff is involved both in and out of the classroom to “make a difference” and want all students to be able to graduate. I hope you will take advantage of the many activities that are offered and become an integral member of our School Community.

Sincerely,

Robyn Cosgrove, Madera High School Principal
Aimee Anderson, Madera South High School Principal
Sabrina Rodriguez, Matilda Torres High School Principal

Madera High School Leadership Team

Principal - Robyn Cosgrove

Dean of Curriculum, Instruction, and Assessment - Patrick Nolan

Vice Principal - Manuel Aquino

Vice Principal - Orlando Bellomo

Vice Principal - Kinzie Fink-Thompson

Vice Principal - Alejandro Juarez

Activities Director - Isaac Lopez

Athletic Director - John Fernandez

Madera South High School Leadership Team

Principal -Aimee Anderson

Dean of Curriculum, Instruction, and Assessment - Brandon Gilles

Vice Principal - Elizabeth Puga

Vice Principal - Ericka Moran

Vice Principal - John Martin

Vice Principal - Jon Steinmetz

Vice Principal - Ryan Sanchez-Stockton

Activities Director - Justin Potter

Athletic Director - Andrea Devine

Matilda Torres Torres High School Leadership Team

Principal - Sabrina Rodriguez

Vice Principal - Jacob Mortier

Vice Principal - Brad Holck

Activities Director - Bryan Speed

Athletic Director - Jordan Murphy

Alma Mater

Madera High School

Hail to Madera
All Hail to Thy Fame
Thy Colors Ever Victorious
Our Love Ever The Same
To Thee We Pledge Our Loyalty
May We Never Fail
Our Name Be Ever Glorious
All Hail, Hail, Hail!!

Madera South High School

Boldness of purple, strength of black.
We will fight and attach.
Any that oppose cannot survive
Our Stallion Pride forever alive
All Hal Madera South High.
All Praise Stallion Pride.

Our colors bleed true.
Our pride pull through
Victories we will gain
Our bonds will remain
All Hal Madera South High.
All Praise Stallion Pride.

Matilda Torres High School

TBD

Vision for Learning

MHS Mission

We are committed to creating and sustaining a culture that empowers Madera High School students to be college and career ready contributing members of society.

MHS Vision

Madera High will set high standards for perseverance, respect, integrity, and dedication, with a commitment to excellence.

MSHS Mission

Madera South High School is a community of learners where students are empowered to reach their full potential and to achieve their aspirations

MSHS Vision

Madera South High School's mission is to create a community of learners, inspired and challenged to obtain 21st Century Skills in an atmosphere of mutual respect and trust.

THS Mission/Vision

TBD

THE MUSD GRADUATE PROFILE

Madera Unified Graduates can...



Think

critically and creatively
to solve problems



Collaborate

with others to achieve
more together



Adapt

to new challenges by
reflecting and growing



Communicate

effectively in multiple mediums,
languages, and settings



Produce

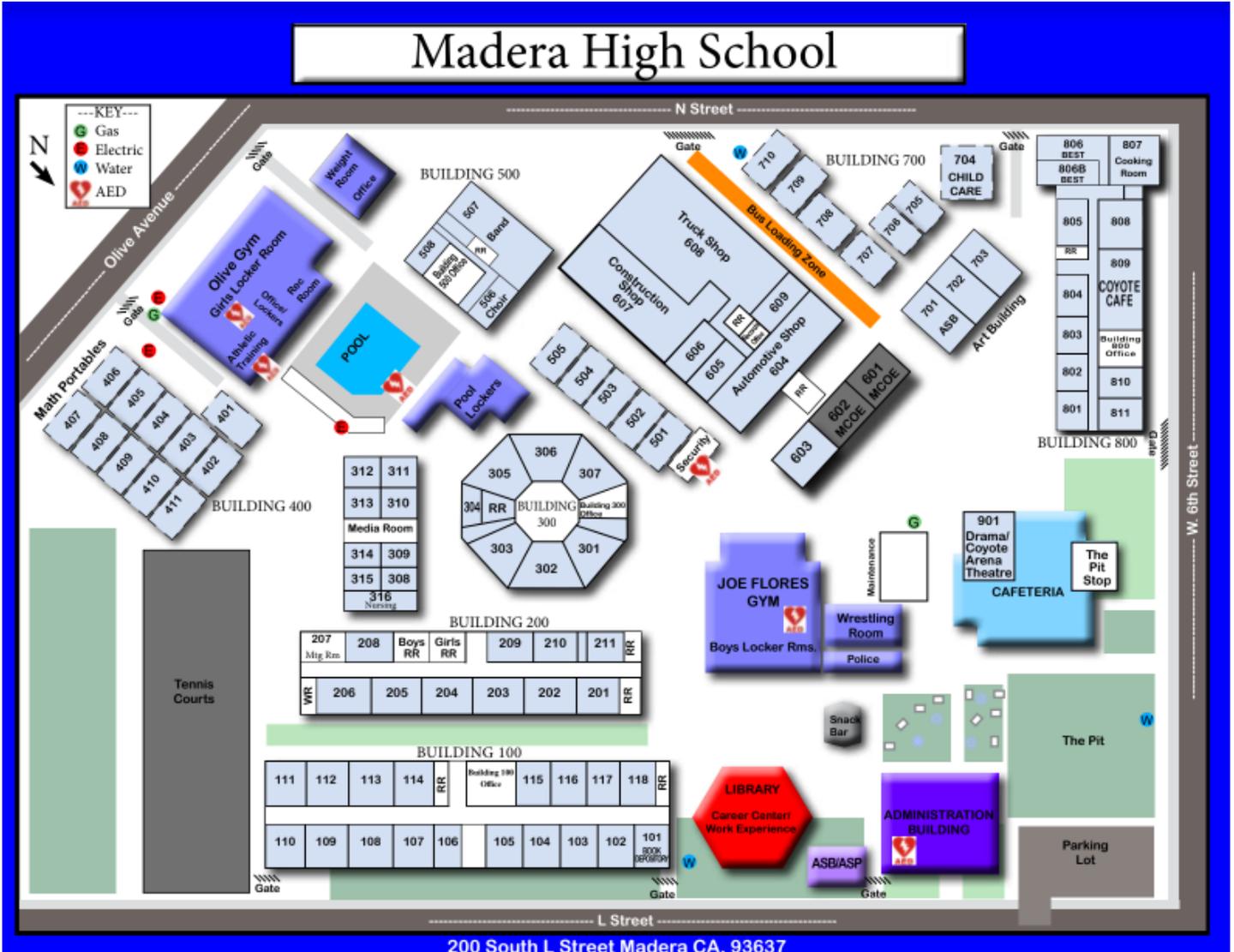
quality work, through initiative,
self-direction, and perseverance



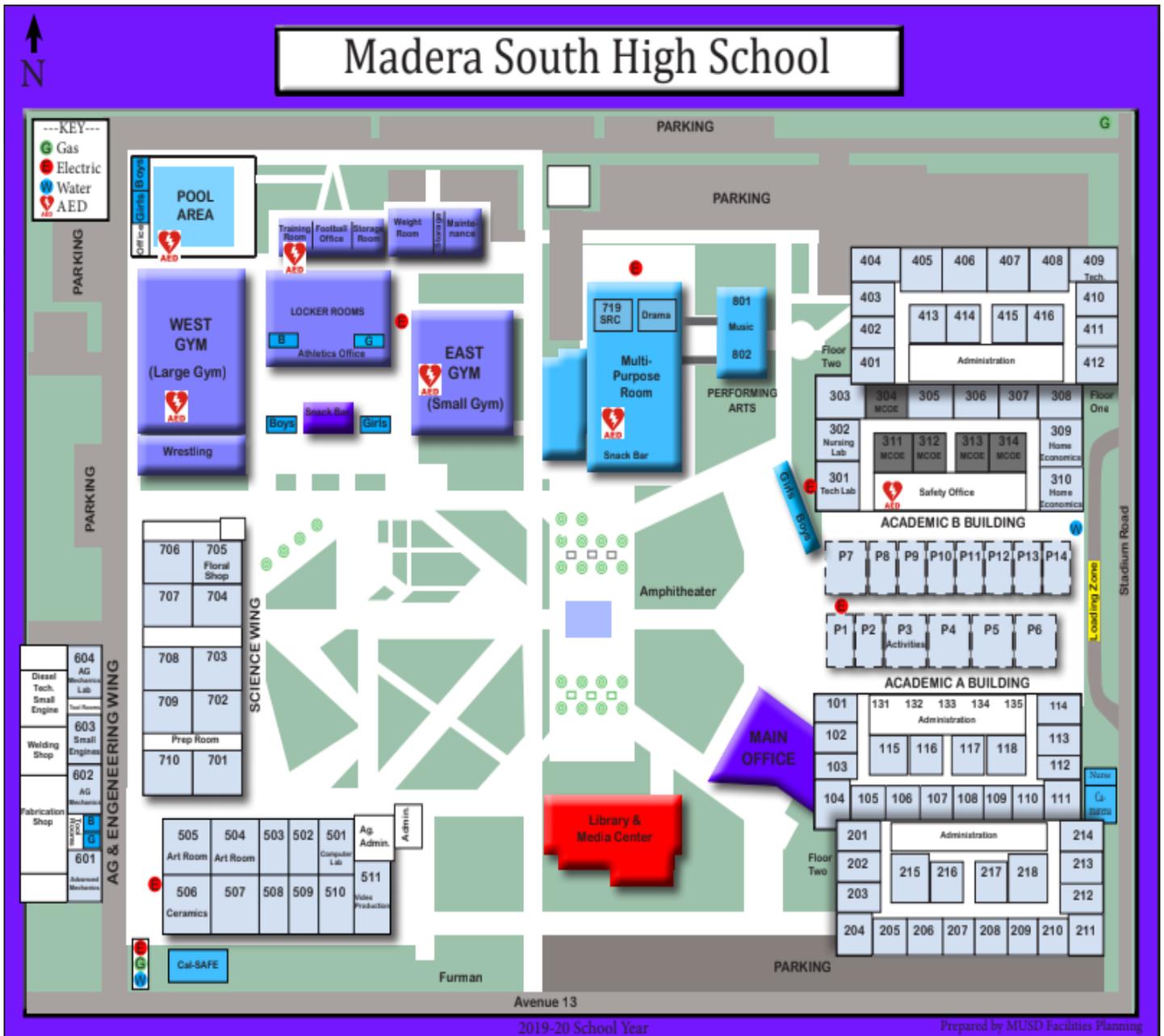
Contribute

to the success of the
community and world

School Map - MHS

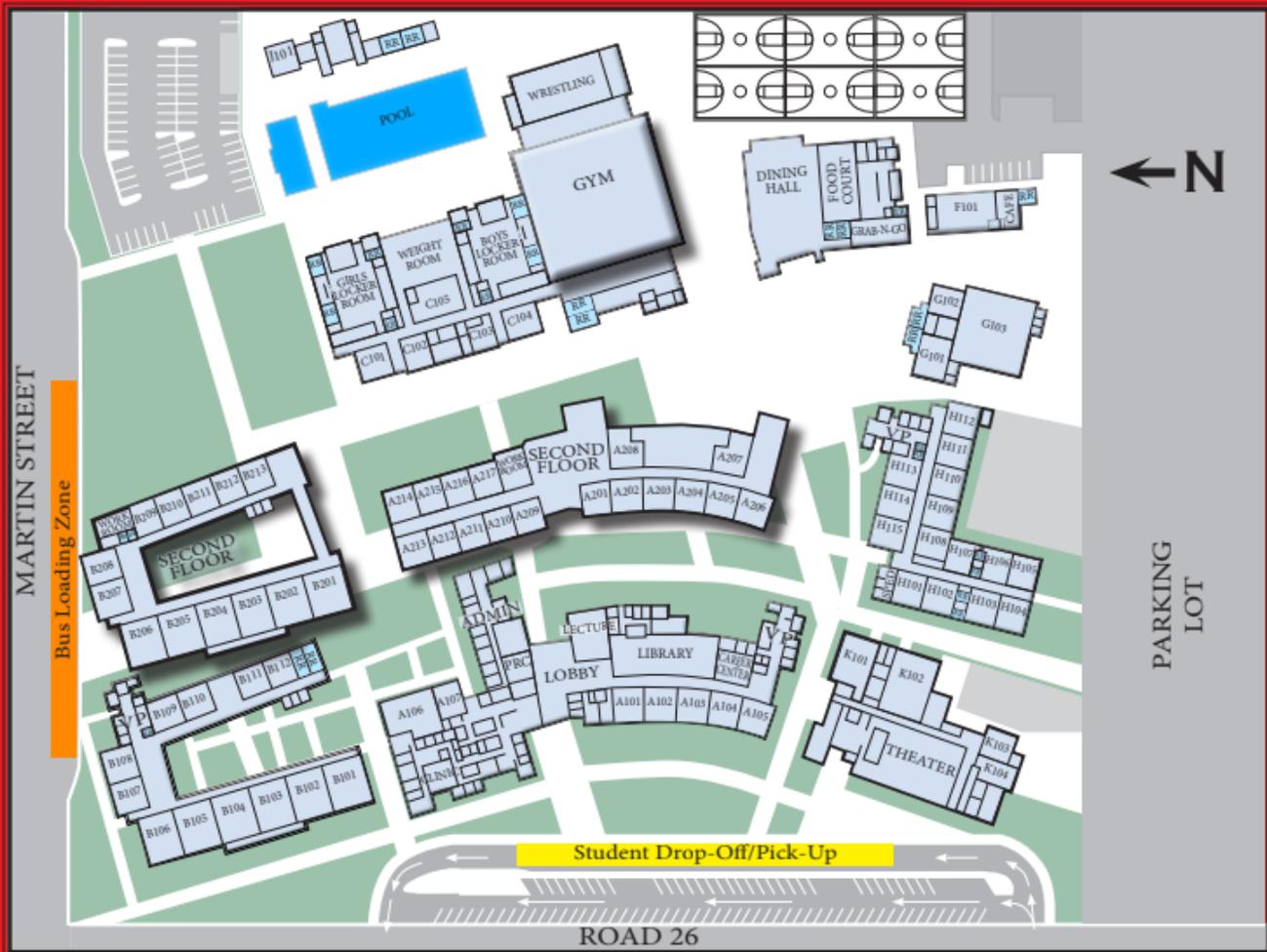


School Map - MSHS



School Map - THS

Matilda Torres High School



2020-21 School Year

Prepared by MUSD Facilities Planning

Grade Reporting

Report cards will be issued at the end of fall and spring semesters. All outstanding bills must be paid to graduate. The following is the grade reporting schedule for both semesters:

First Progress Report.....	End of the Fourth (4 th) Week
Quarter Progress Report.....	End of the Ninth (9 th) Week
Third Progress Report.....	End of the Thirteenth (13 th) Week
Semester Grades.....	End of the Eighteenth (18 th) Week

Senior Warning Notices will be sent by mail five weeks prior to the end of each semester for seniors who are in danger of failing and not meeting graduation requirements.

Parent(s)/Guardian(s) may view students' progress on Aeries at any time with the exception of Dual Enrollment Courses. Please refer to the Dual Enrollment Contract for more information.

State and National Assessments

High Schools will be administering three primary state assessments during the school year. The first state assessment is the California Assessment of Student Performance and Progress (CAASPP), which covers the core content areas and is a measure of state standards. The second is California Science Test (CAST), covering the Next Generation Science Standard (NGSS) science. The third assessment is the English Language Proficiency Assessments for California (ELPAC).

Testing windows vary from year to year and will be shared once they are determined. Student achievement data from the assessments is used as part of the formula for the annual calculation by the state of the College and Career Indicator (CCI), which is reported each fall.

Accident Insurance

See MUSD Handbook

Student Identification Card

ID Cards are required to be carried by students at all times at school, at school activities, and are to be presented upon request to any member of the staff. Each student will be provided with an ID card during the first semester at no cost. Several ID card picture days will occur throughout the first semester for those who missed earlier opportunities. A replacement fee of \$10.00 will be assessed for cards that are lost, stolen, broken, not picked up first semester, etc. Students pay the fee with the bookkeeper and sign up to get a replacement card.

*Students in possession of an altered or unauthorized student identification card will face disciplinary action.

Attendance Policy and Procedures

Attendance will be reviewed and communicated to students weekly in the classroom. Students are reminded to check for attendance errors.

Excessive absences and trancies may result in failing your academic classes. If a student is in danger of failing a class because of excessive absences, the teacher will notify the parent by letter or progress report.

Absences for the following reasons are excused for the purposes of this policy:

- Illness
- Quarantine
- Medical, Dental, Optometric, or Chiropractic
- Funeral for a member of the immediate family
- Jury Duty

Justifiable personal reasons approved by the principal or designee,(i.e./ court appearance, holiday or ceremony observance of his/her religion) must be approved in advance by the administrator. (Ed. Code 46010, 48204)

Students who are of 18 years of age or older are not required to attend a comprehensive high school. Students of the legal adult age may opt to attend adult school or seek other educational opportunities. Students who are no longer minors but enrolled in school must attend school regularly, as is the expectation of all students.

Students who are of 18 years of age and choose to remain enrolled, must abide by all of the school expectations and regulations set forth for all students as outlined in the student handbook and the district's board policy.

18-year-old students may clear their own absences as described above per Education Code 46012. The school, however, reserves the right to verify the legitimacy of such absences, if it appears appropriate responsibility is not being maintained. Students may only be excused from class early to leave campus with an illness verified by the nurse, medical appointment verified with a doctor's note, a funeral in the immediate family, and/or court subpoena. Students will not be allowed to sign out of the school for an unverifiable/inexcusable reason.

All School Activities must be cleared in advance by students with individual teachers in order to get assignments. Lists of students involved in activities will be approved and distributed by administration, activities director or athletic director.

Picking students up from school: For student safety, parent/guardian may be asked to show a form of identification (picture ID) before the school releases a student. Students may only be released to parent/guardian and/or others who are on the student's emergency contact list. Students must be picked up from the front office. Students will be called out at the time of parent arrival. All students must check out and have clearance to leave campus.

Release by phone - parent/guardian must verify identification before a student is released.

In order to preserve instructional time, the school discourages parent/guardian from picking up students early from school during the last 30 minutes of the school day.

Absences must be cleared by one of the following methods:

- All absences must be cleared with the Attendance Secretaries.
- The parent/guardian may call the attendance office, preferably on the day of the absence. If a clerk does not answer, voicemails will be logged and recorded. If a clerk has any questions or needs to verify information, they will return your call.
- Students can bring a note on the day they return to school. Notes need to be dropped off in the attendance office by 3:30 p.m.
- Parents may send an email to the Attendance Clerks

- *Unexcused absences will result in loss of school privileges (LOP List).

All notes and phone calls MUST include the following information:

- Full name of student
- Student ID number
- Date(s) of absence and period(s) missed
- Specific reason for absence
- Parent/guardian signature
- Parent/guardian contact phone number

Make-Up Work- Students have one (1) day for each day absent to make up missed work from the time they return to school.

Parents are encouraged to call 72 hours (3 school days) in advance if your child will be absent 3 or more days to request missed assignments.

Unexcused Absences: Uncleared all day or single period absences become unexcused if they have not been cleared by Wednesday of the following week. It is the student's responsibility to assure that the absence has been cleared and that there are no errors in their attendance record.

*Note: When tardy due to excused purpose, students will report to the attendance office so that time they arrived may be noted and T/M marking may be remarked as Justified Late along with the arrival time.

Yearbook Policy

Students in grades 9-11 will have two opportunities in the fall to have their picture taken for the yearbook. Seniors must have their picture taken by the school's designated professional photographer to be placed in the senior section of the yearbook. All 4th year students who submit a picture from this studio will be in the senior section of the yearbook regardless of credits.

Visitation Policy

Parents are encouraged to visit their child's classrooms during the annual Back to School Night in the fall. Parents who wish to visit during other times should contact the career school administrator. By prior arrangement only, adults may obtain passes to visit classes according to MUSD Board policy 6116.1

Students may not host guests on campus during school hours.

Telephone Calls - Only those messages, which relate to family emergency or doctor appointments, will be communicated to students.

Outside food/drink and other deliveries

The school will not accept items delivered to campus for students. (i.e. Balloons, Flowers, Valentines). If items are delivered to the office, we will not be responsible for delivering them to the student. Accepting delivered items creates a disruption to the learning environment.

- Forgotten homework assignments, P.E. clothes, books, money or will be accepted in the main office. Students will be required to pick up these items during non-instructional time.
- Food and beverages brought onto campus from outside vendors is not allowed. (i.e. fast food, pizza and deli sandwiches.)
- No food deliveries are allowed to students on campus.

- Students who have off campus lunch privileges are not allowed to bring food or beverages back onto campus from outside vendors.
- Students are not allowed to bring any baked goods or desserts from home.
- Student may not sell food, drinks or other products on campus unless it is school sanctioned. Consequences will be given.

Restroom Use Policy

Students may not use the restroom during the first and last 10 minutes of class.

Graduation Requirements

Credit/GPA Requirements

A student graduating must meet the following requirements:

- Shall have earned or successfully completed 230 credits.
- Shall have earned a 2.0 or above Graduation Grade Point Average
- Shall have completed:
 - 40 Credits in English**
 - 30 Credits in Math**
 - 30 Credits in Social Science to include:**
 - 10 Credits in World History - freshman or sophomore
 - 10 Credits in U.S. History - junior
 - 5 Credits in Civics - senior
 - 5 Credits in Economics – senior
 - 20 Credits in Science**
 - 30 Credits in Physical Education**
 - 10 Credits in Fine Arts - To be selected from Course Catalog**

Occupational Education

Graduation Requirement for Occupational Education (OE-II): Madera Unified School District requires that each student create an employment portfolio consisting of a resume, letter of introduction, employment application and at least one letter of recommendation. In addition, each student will be required to participate in an interview with a local business person. Students must score at least a 4 on a 6-point scale on both the portfolio and the interview to pass this requirement. Training is provided by the school’s English department and from local business partners. Students failing either one of the components will be given multiple opportunities to retrain and resubmit the portfolio or reattempt the interview. Students enrolled after the portfolio process are exempt for the OE-II requirement.

Partial Credit/Incomplete Grades

Leaving before finals - Student/Parent must notify Counselor and Teacher 10 school days in advance. The teacher shall provide assignments or an alternative for the missed school days prior to the student’s departure. The following guidelines apply:

- If the student is going to miss finals week they must take the final upon return not prior to departure
- Student can only miss up to 10 consecutive school days
- If they miss more than 10 days of school they get dropped from enrollment and earn partial credit. Students may recover missing credit through alternative methods.

Credit Recovery

Students who fail a course must retake the course per graduation requirements. Students shall retake the course during summer session or using the existing online credit recovery program after school.

Late enrollment

Non-transfer students enrolling in school more than 20 school days after the beginning of each semester are eligible to receive variable credit for that semester. All such students have the option to attend Furman High School to enable them to earn additional credits for that semester. This does not include students deemed English Language Learner Newcomers.

Supplemental Academic Programs

Career Technical Education (CTE)

The schools offer industry aligned elective courses organized as Career Pathways. Career Pathways provide an academically rigorous set of standards and are aligned to industry knowledge and skills. Students completing a MUSD Career Pathway may have the opportunity to attain industry recognized and valued certifications. For more information: <http://courseguide.madera.k12.ca.us/>

Intra-Curricular Clubs

The schools offer Career Technical Student Organizations (CTSO) that are aligned with the career pathways. CTSOs extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels. Current clubs include Educators Rising, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA (and FFA). To be involved in a CTSO, students need to contact their advisor for more information.

Co-Curricular Activities

The school offers programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Many of these programs are classes taken during the school day. Contact the counselor to enroll in a class. Contact the activities director for more information about co-curricular programs that meet at lunch and/or after school.

Advanced Placement (AP)/Honors

AP courses are challenging. If a student finds that they would like to transfer to a regular class from an AP class, there are two acceptable times to do this. The first opportunity is during the first 6 weeks of the school year. After that time, students must complete the first semester. At the end of the first semester, students will have a second opportunity to transfer out for the second semester. Students must see their counselors during finals week (last school week in December). No transfers will be allowed once the second semester has begun in January and students will be expected to take the AP Exam.

As you begin your AP journey, you will find commonalities among all of your AP courses and instructors. These commonalities consist of:

- Coming to class MOTIVATED
- Completing all assignments – this is AP and having missing assignments is unacceptable.
- Homework is due at the beginning of class not in the middle or at the end
- Should you choose to turn in late assignments, you will receive no more than half credit
- As a student enrolled in the AP courses, you are expected to take the AP exams which have varying fees per test. Fee waivers are available for qualifying students.

MCCAP

Madera Center College Advantage Program is designed to help high school seniors with the transition from high school to a successful college experience. Students earn both high school and college credit for the classes taken at the college center. Please see Counselor for program requirements.

Dual Enrollment

The school offers several courses taught by school staff in which students may earn college credit during high school. Please see Counselor for program requirements.

Home and Hospital

The Department of Health and Wellness of Madera Unified School District provides the home instruction service to children whose illnesses or injuries make it necessary for them to be absent from classes for periods longer than three weeks. The following procedure will be followed when any student in the above condition has been reported and is well enough to receive an hour's instruction each school day.

- The student may be referred by the principal, parent, school nurse, or a physician. Information needed will be the student's name, address, telephone number, school, grade, attending physician, and the nature of the disability.
- The physician will need to verify the illness and its nature and give assurance that it is non-contagious. The physician will also give permission for home teaching if the child's physical condition permits.
- A teacher will be assigned by the school administration.
- When the student returns to school, home instruction grades will be sent to the school registrar.

All students reported are usually assigned teachers as soon as the necessary permission is received. A brief delay sometimes occurs when the home instruction teachers have full loads. However, every effort will be made to help the student continue school activities with as little interruption as possible.

Short Term Independent Study

A student who must leave school for family travel or community service may qualify for short-term independent study. The student's travel or service must require an absence of five or more school days in order to qualify for independent study. A shorter period of absence should be handled by seeking make-up privileges from the student's teachers.

The student must have good attendance and good grades. The school reserves the right to deny independent study status if such status would be detrimental to the student's academic progress. A student with an "F" in any current class required for graduation, for example, or two "Fs" in his/her current classes would not be eligible for independent study. Furthermore, a student with one "F" and two "Ds" in any current classes would not be a candidate for independent study. In any event, a student must have a 2.0 overall GPA to be eligible for independent study.

A student who would like to request short-term independent study should contact his/her counselor to begin the process. This request must be made a minimum of five school days before the first day of the student's planned travel or service. If the request is timely and is otherwise approved, the parent and student must sign a contract in which they commit to the student's completion of all the work assigned by the teachers. All work must be handed in to the counselor when the student returns to school at the end of independent study or on the date stated on the independent study contract whichever is first in time.

Independent study is voluntary and, as such, the student must live-up to the contract provisions. Failure to do so may result in little or no credit being given for the work completed. Failure to do so will result in the

student's ineligibility for future independent study. The work completed during independent study must be judged equivalent to the work that would have been completed in each class the student would have normally attended if not on independent study. If it is, the student's absences are cleared as excused. If not, the student's absences while on independent study will not be considered excused. Parents should contact the counselor for further information.

Academic Resources

Library

The Library is available as a learning resource for student use before school, break, lunch and after school.

After School Program

The After School Program provides tutoring, remediation and enrichments. Students are provided a snack and transportation after school.

Work Experience/Permits

Students may be eligible to receive course credits for a part-time job if they complete the required coursework.

Aeries

Staff enter student learning progress a minimum of weekly in the student data system. Students and parents may access Aeries to monitor student progress, attendance and other important information.

Communication with Teachers

Parents are encouraged to communicate with staff by phone message, email or by appointment. Calls will not be transferred to classrooms during instructional time.

School Website

The school and district website are available as a resource and to access important information available to the public.

Student Support

Counseling Services

Counselors work with their students through their four years helping them to set goals for life after high school, scheduling new students into appropriate classes, providing guidance in course selection to help students meet these goals, monitoring credits and graduation credits, navigating the college application process tackling the job application process, and providing crisis counseling as needed. Counselors also work to be a resource for teachers and parents when a student is not being successful. The goal of each counselor is to help students to realize their potential and to help students to be successful and productive citizens after they leave high school.

Students are encouraged to contact their counselor to obtain help in the following areas:

- Educational Planning
- Adjustment to school
- Personal issues
- College admission information
- Career information

- Personal Learning plans
- Testing result interpretation
- Scholarship information
- Support groups

Course descriptions can be found online @ <http://courseguide.madera.k12.ca.us/>

Student's records are maintained in the student's counselor's office. Transcripts should be requested from the school Registrar.

Schedule Change Policy

ALL COURSE CHANGES WILL BE MADE PRIOR TO THE FIRST DAY OF SCHOOL

The following process will be used for handling program:

- Students will have the opportunity in the spring semester to review their course requests for the following year. They must see their counselor by the deadline to request changes.
- Students will receive their final class schedule prior to the first day of school to review course placement. They must see their counselor prior to the first day of school to request changes.
- Starting the first day of school, student requested schedule changes will only be considered due to misplacement in academic courses.

NO PROGRAM CHANGES WILL BE MADE TO ACCOMMODATE TEACHER/PERIOD PREFERENCE

College Requirements

College Entrance Requirements:

- Any graduate of an accredited high school may attend.
- Any student who is 18 years of age or over and able to profit from community college instruction may be admitted.
- Students who pass the California Proficiency Exam or G.E.D. may be admitted.
- Prerequisites for placement in English and math classes.
- Application process:
 - Complete Community College application in the Fall of your senior year.
 - For the State Center Community College District, participate in the Registration-To- Go process at high school during the spring semester of your senior year.

University of California Requirements and California State University Requirements:

- Subject Requirements for entering freshman from high school:
 - U.S. History - 1 year.
 - World History – 1 Year
 - English – 4 years
 - Mathematics – 3 years
 - Lab Science – 2 years (3 years preferred)
 - Foreign Language – 2 years same foreign language, 3 years preferred
 - College Prep. Electives
 - Fine Arts – 1 year (Visual and Performing Arts: Art, Music, or Drama)
 - SAT or ACT test is required for entrance. Entrance is established by an eligibility index which is determined by a combination of the grade point average of A-G courses and test scores.

Migrant Counseling

District Migrant Ed. Counselor facilitates support services for all secondary sites. This counselor ensures high quality and comprehensive educational programs for our migrant students. They provide necessary supports that mitigate educational disruptions, cultural and language barriers, social isolation, and other factors that may inhibit a successful transition to postsecondary education. In addition, this program offers after school tutoring in the areas of English, math and science by certificated teachers. Migrant Ed. also provides additional learning opportunities that focus on College and Career Readiness. They also provide support services to our parents of migrant students.

Health Services

The school nurse is a registered nurse (R.N.) who has additional training in public health and possesses a School Nurse Credential. The school nurse provides the following services:

1. Maintenance of a health folder on each student.
2. Maintenance of an up-to-date immunization record.
3. Hearing and vision testing on all 11th grade students.
4. Hearing/vision on all new students to the district.
5. Scoliosis (curvature of the spine) screening as needed.
6. Notification to teachers of students with significant health issues.
7. Administration of medication at school. Students must have a signed note from the parent/guardian and physician to dispense medications. (This must be renewed annually)
8. Medical treatments ordered by physicians.
9. Communication with physicians, parents, staff and students to prevent the spread of communicable disease and assist with sources of medical care.
10. Administer first-aid care for injuries and illnesses occurring at school.
11. Health Education: (as requested).
12. Prenatal counseling, referring and follow-up care as needed.
13. Referrals to parents/guardians about health concerns, health screening and follow-up care.

Parents/Guardians please remember to:

1. Keep students home when ill.
2. Keep immunizations up-to-date.
3. Keep the school informed of address and phone number changes so we will be able to locate someone in the event of an illness or injury.
4. Keep the school nurse informed of any changes in the student health status.
5. Provide a doctor's note for all PE excuses due to health reasons.
6. Provide a doctor's note and parent note when medication is required to be taken at school.
7. Contact the school nurse for any health concerns, referrals or need for assistance in obtaining medical care.

All medications must be kept and administered in the nurse's office.

Students that are ill must first go to the nurse before calling home.

Title I School Parental Involvement Policy

This policy describes the means for carrying out designated Title I parental involvement requirements.

Madera Unified School District High Schools

The high schools have/will developed a written Title I parental involvement policy with input from Title I parents. Input from parent surveys, school site council, and parent teacher association were used to give feedback to this policy. The high schools have/will distributed the policy to parents of Title I students. During enrollment packets are made available to all grades. When parents pick up their enrollment packet, the Parental Involvement Policy and School-Parent Compact are part of the school handbook that is in the packet. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

The following practices have been established to involve parents in the Title I program at our High Schools:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The Principal gives a presentation on the background of Title I and how the school will use it. (Programs, supplies, technology, parent resources, and staff)

- The school offers a flexible number of meetings for Title I parents, such as meetings in the mornings or evenings. Parents are sent a ConnectEd and a flyer advising them of the different Title I meetings that are available for them to attend. School Site Council meetings are in the evening and ELAC meetings are in the morning.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is a standing item in all of the SSC, ELAC, and Booster Club meetings.
- The school provides parents of Title I students with timely information about Title I programs. Information about Title I programs is provided to parents through Connect Ed messages, letters sent home, during parent meetings (SSC, ELAC, and Booster Club) and during parent teacher conferences.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The high school administration, and teaching staff provide parents this information during Back to School Night, Parent/Teacher Conferences, Open house, and in the High School Student Handbook. They cover these areas: state and local assessments, state and federal achievement standards, attendance requirements, grading policy, promotion, and retention.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. If a parent requests additional informational and input, the school is always ready to accommodate the parent's needs. These meetings can be one to one, small group, or in a large group setting.

*The parental involvement policy review is included in the annual review of the Single Plan for Student Achievement.

*This policy is updated annually to meet the changing needs of parents and the school. SSC, ELAC, and Booster Club meetings are used to obtain input, review, and approve the school's parent involvement policy.[20 USC 6318 Section 1118(c)(3)]

Reglamento de Participación de Padres Título I en la Escuela

Este reglamento describe los medios para llevar a cabo los requisitos de participación de los padres del Título I designados.

Escuelas Secundarias del Distrito Escolar Unificado de Madera

Las Escuelas Secundarias de MUSD han desarrollado un reglamento escrito de participación de padres del Título I con aportaciones de los padres del Título I. Los aportes de las encuestas de padres, el consejo del sitio escolar y la asociación de padres y maestros se utilizaron para dar sugerencias sobre este reglamento. Las escuelas secundarias han distribuido el reglamento a los padres de los estudiantes del Título I. Durante la inscripción, los paquetes están disponibles para todos los grados. Cuando los padres recogen su paquete de inscripción, el Reglamento de Participación de Padres y el Acuerdo de la Escuela y los Padres son parte del manual escolar que se encuentra en el paquete. El reglamento describe los medios para llevar a cabo los siguientes requisitos de participación de los padres en el Título I [20 USC 6318 Sección 1118 (a) - (f) inclusive].

Participación de los padres en el programa de Título I

Se han establecido las siguientes prácticas para involucrar a los padres en el programa Título I en nuestras escuelas secundarias:

La escuela convoca una junta anual para informar a los padres de los estudiantes del Título I sobre los requisitos del Título I y sobre el derecho de los padres a participar en el programa del Título I. El director da una presentación sobre el fondo del Título I y cómo la escuela lo usará. (Programas, útiles, tecnología, recursos para padres y personal)

- La escuela ofrece una cantidad flexible de juntas para los padres del Título I, como juntas por la mañana o por la noche. A los padres se les envía un ConnectEd y un folleto informándoles de las diferentes juntas de Título I que están disponibles para que asistan. Las juntas del Consejo del Sitio Escolar son por la tarde y las juntas de ELAC son por la mañana.*
- La escuela involucra a los padres de los estudiantes del Título I de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I de la escuela y el reglamento de participación de los padres del Título I. Este es un elemento permanente en todas las juntas de SSC, ELAC y Club de Afición Escolar.*
- La escuela proporciona a los padres de los estudiantes del Título I información oportuna sobre los programas del Título I. Se proporciona información sobre los programas de Título I a los padres a través de los mensajes de Connect Ed, cartas enviadas a casa, durante las juntas de padres (SSC, ELAC y Club de Afición Escolar) y durante las conferencias de padres y maestros.*
- La escuela proporciona a los padres de estudiantes del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de dominio que se espera que los estudiantes alcancen. La administración de la escuela secundaria y el personal maestros proporcionan esta información a los padres durante la Noche de Regreso a la Escuela, las conferencias de padres y maestros, la jornada de puertas abiertas y el Manual de Padres y Estudiantes de la escuela secundaria. Cubren estas áreas: evaluaciones estatales y locales, estándares de desempeño estatales y federales, requisitos de asistencia, reglamentos de calificaciones, promoción y retención.*
- Si los padres de estudiantes del Título I lo solicitan, la escuela proporciona oportunidades para juntas regulares que les permiten participar en las decisiones relacionadas con la educación de sus hijos. Si un padre solicita información y aportaciones adicionales, siempre estamos listos para satisfacer sus necesidades. Estas juntas pueden ser en entornos de un o a uno, en grupos pequeños o en grupos grandes.*

** La revisión del reglamento de participación de los padres se incluye en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

** Este reglamento se actualiza anualmente para satisfacer las necesidades cambiantes de los padres y la escuela. Las juntas de SSC, ELAC y Club de Afición Escolar se utilizan para obtener aportes, revisar y aprobar el reglamento de participación de padres en escuelas secundarias. [20 USC 6318 Sección 1118 (c) (3)]*

High School-Parent Compact

The high schools distribute to parents of Title I students a School-Parent Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Input from parent surveys, school site council, and parent teacher association were used to give feedback to this policy. (The high schools) have distributed the policy to parents of Title I students. During enrollment, packets are made available to all grades. When parents pick up their enrollment packet, the Parental involvement policy and School-Parent Compact are part of the school handbook that is in the packet.

Building Capacity for Involvement

The high schools engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Content standards, assessments and student progress are discussed with parents at Back to School Night, Open House, and parent/teacher conferences.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. High schools provides materials and training to assist parents working with their children to improve academic achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
We coordinate and integrate the Title 1 Parent Involvement Program with other existing programs that encourage and support parents in becoming active participants in the education of their child.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are invited to participate in the following educational and informational workshops: Back to School Night, Parent Literacy/Health & Wellness Night, Parent Math Night, Science Fair, Accessing Grades, and various Make and Take Workshops.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information related to school and parent programs, meetings, and other activities are distributed to Title I parents. SSC and ELAC meetings are held regularly throughout the year. Information related to Title 1 and other school programs is shared and input is solicited. Numerous opportunities are provided for parents to learn how to help their children be successful learners. All information shared with parents is provided in English and Spanish. Translators are used as needed for parent/teacher conferences, ELAC and SSC meetings, and IEPs.

- The school provides support for parental involvement activities requested by Title I parents. We provide support for parental involvement activities requested by Title 1 parents. At the high schools, we hold SSC and ELAC meetings 4-5 times throughout the year. Parents are notified in their language via monthly calendar, school flyer. Parents are encouraged to attend meetings and workshops to learn how to assist their children being successful in school. All information shared with parents is provided in English and Spanish.

Accessibility

The high schools provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Parents of the aforementioned groups are invited and encouraged to attend every event the school offers. Monthly calendars, Connect Ed messages, school flyers, marquee postings, and agenda postings are a few of the methods we use at the site to extend an invitation to attend. Translators are provided for parent/teacher conferences, SSC and ELAC meetings, SST's, and IEPs as needed.

Questions:

Madera High School School: Robyn Cosgrove | robyncosgrove@maderausd.org | 559-675-4444

Madera South High School: Aimee Anderson | aimeeanderson@maderausd.org | 559-675-4450

Matilda Torres High School: Sabrina Rodriquez | sabrinarodriguez@maderausd.org | 559-

Approved annually by the School Site Council

Acuerdo entre la Escuela Secundaria y Padres

Las escuelas secundaria distribuyen a los padres de los estudiantes del Título I un Acuerdo entre la Escuela y Padres. El acuerdo, que se ha desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a que los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes artículos requeridos por la ley, así como otros artículos sugeridos por los padres de los estudiantes del Título I.

- *La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad*
- *Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos*
- *La importancia de la comunicación continua entre padres y maestros a través de, por lo menos, conferencias anuales de padres y maestros; informes frecuentes sobre el progreso del estudiante; acceso al personal; oportunidades para que los padres sean voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades en el salón de clase*

Los aportes de las encuestas de padres, el consejo escolar y la asociación de padres y maestros se utilizaron para dar sugerencias referente a este reglamento. (Las escuelas secundarias) han distribuido este reglamento a los padres de los estudiantes del Título I. Durante la inscripción, los paquetes están disponibles para todos los grados. Cuando los padres recogen su paquete de inscripción, el reglamento de participación de los padres y el Acuerdo entre la escuela y los padres son parte del manual de la escuela que se encuentra en el paquete.

Desarrollo de la capacidad para la participación

Las escuelas secundarias involucran a los padres del Título I en interacciones significativas con la escuela. Es compatible con una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

- *La escuela brinda asistencia a los padres del Título I para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos. Los estándares de contenido, las evaluaciones y el progreso de los estudiantes se discuten con los padres en la Noche de Regreso a la Escuela, Noche de Salón Abierto (Open House) y conferencias de padres / maestros.*
- *La escuela proporciona a los padres del Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos. Los sitios de la escuela secundarias proporcionan materiales y capacitación para ayudar a los padres que trabajan con sus hijos a mejorar el rendimiento académico .*
- *Con la asistencia de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como compañeros iguales. Coordinamos e integramos el Programa de Participación de Padres Título I con otros programas existentes que alientan y apoyan a los padres para que se conviertan en participantes activos en la educación de sus hijos.*
- *La escuela coordina e integra el programa de participación de los padres del Título I con otros programas y realiza otras actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos. Los padres están invitados a participar en los siguientes talleres educativos e informativos: Noche de Regreso a la Escuela, Noche de Alfabetización / Salud y Bienestar de los Padres, Noche de Matemáticas para Padres, Feria de Ciencias, Grados de Acceso, y varios otros talleres de hacer y llevar.*
- *La escuela distribuye información relacionada con la escuela y los programas para padres, juntas y otras actividades a los padres del Título I en un formato y un idioma que los padres entienden. La información relacionada con la escuela y los programas para padres, juntas y otras actividades se distribuyen a los padres del*

Título I. Las juntas de SSC y ELAC se llevan a cabo regularmente durante todo el año. La información relacionada con el Título I y otros programas escolares se comparte y se solicita información. Se proporcionan numerosas oportunidades para que los padres aprendan cómo ayudar a sus hijos a ser aprendices exitosos. Toda la información compartida con los padres se proporciona en inglés y español. Los intérpretes se utilizan según sea necesario para las conferencias de padres / maestros, las juntas de ELAC y SSC y los IEP.

- *La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I. Proporcionamos apoyo para las actividades de participación de los padres solicitadas por los padres del Título I. Realizamos juntas de SSC y ELAC 4 a 5 veces durante todo el año. Los padres son notificados en su idioma a través del calendario mensual, folleto de la escuela. Se alienta a los padres a asistir a juntas y talleres para aprender cómo ayudar a sus hijos a tener éxito en la escuela. Toda la información compartida con los padres se proporciona en inglés y español.*

Accesibilidad

Los sitios de la escuela secundaria ofrecen oportunidades para la participación de todos los padres del Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y en un idioma que los padres entienden. Los padres de los grupos mencionados están invitados y se les anima a asistir a cada evento que ofrece la escuela. Calendarios mensuales, mensajes de Connect Ed, folletos escolares, publicaciones de marquesina y publicaciones de agenda son algunos de los métodos que utilizamos en el sitio para extender una invitación a asistir. Se proporcionan intérpretes para conferencias de padres / maestros, juntas de SSC y ELAC, SST e IEP según sea necesario.

Preguntas:

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Aprobado anualmente por el Consejo de Sitio Escolar

High School Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families to help each student achieve the school's academic standards.
- Respect the school, students, staff, and families.

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV/video game time and instead study or read every day after school.
- Respect my classmates, the school, staff, and families.

Acuerdo de Padres de la Escuela Secundaria

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluyó maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes cargos y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.

COMPROMISO DEL PERSONAL:

Yo estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un currículo e instrucción de alta calidad.
- Tratar de motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso de los estudiantes.
- Proporcionar un ambiente de aprendizaje cálido, seguro y atento.
- Proporcionar tareas diarias significativas para reforzar y ampliar el aprendizaje.
- Participe en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar constantemente con las familias y los colegas de mi escuela para hacer que las escuelas sean accesibles y lugares acogedores para que las familias ayuden a cada estudiante a alcanzar los estándares académicos de la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias.

COMPROMISO DEL ESTUDIANTE:

Yo estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- De venir a la escuela listo para aprender y trabajar duro.
- Traer los materiales necesarios, los trabajos completos y la tarea.
- Know and follow school and class rules.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo con la televisión / videojuegos y en sus lugar estudiar o leer todos los días después de la escuela.
- Respetar mis compañeros, la escuela, el personal y las familias.

High School Parent Compact

FAMILY / PARENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time, place for homework, and monitor TV/video game access.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as decision-making, volunteering and or attending school outreach meetings and parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

The High School Parent Compact is distributed through placement in every student/parent yearly handbook.

The handbook is issued to every student at the time of enrollment. It is reviewed and edited at the end of every school year to reflect parent input and revisions.

Acuerdo de Padres de la Escuela Secundaria

COMPROMISO DE FAMILIA / PADRES:

Yo estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un momento de silencio, un lugar para hacer las tareas y monitorear el acceso a la televisión / videojuegos.
- Leerle a mi hijo o animarlo a leer todos los días.
- Comunicarse con el maestro o la escuela cuando tengo una reocupación.
- Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y reciba una nutrición adecuada.
- Supervisar regularmente el progreso de mi hijo en la escuela.
- Participe en la escuela en actividades como la toma de decisiones, el voluntariado o la asistencia a juntas de educación y conferencias de padres y maestros.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar la escuela, el personal, los estudiantes y las familias.

El Acuerdo de Padres de la Escuela Secundaria se distribuye a través de la colocación en cada manual anual de estudiantes / padres. El manual se entrega a todos los estudiantes en el momento de la inscripción. Se revisa y edita al fin de cada año escolar para reflejar las opiniones y revisiones de los padres.

School Site Council

The School Site Council is a group of teachers, parents, students and classified staff. They work with the principal to help make decisions about budget and school improvement programs. Members of the site council are elected by their peers. Additional information is located on the school website or by contacting the principal.

English Language Advisory Committee (ELAC & DELAC)

ELAC is a committee comprised of elected parents, staff, and community members specifically designated to advise school officials on English learner program services. DELAC is a committee comprised of elected parent representatives from each school site in the district specifically designated to advise the Board of Trustee on English learner program services.

- The ELAC shall be responsible for advising the principal and staff on programs and services for english learners and the School Site Council on development of the Single School Plan for Student Achievement (SPSA).
- The ELAC shall assist the school in the development of the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance.
- The DELAC shall advise the district's local governing board on programs and services for English learners.
- The DELAC shall be responsible for advising the district's governing board on the following: development or revision of the district's master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement, conducting a district-wide needs assessment on a school-by-school basis, establishment of district programs, goals, and objectives for programs and services for English learners, development of a plan to ensure compliance with any applicable teacher and instructional aide requirements, administration of the annual language census, review and comment on the district's reclassification procedures, and review and comment on the written notifications required to be sent to parents and guardians.

Family Liaisons

The school offers support to families whose children are habitually truant. The school offers attendance counseling and may assist families seek support from outside agencies.

Parent Workshops

The school may provide informational workshops for parents that support student success.

Activities

Extracurricular Activities

The school offers a variety of clubs and other extracurricular activities for students. Please refer to the school website for more information.

Associated Student Body (ASB)

The school provides opportunities for students to run for student government. Any student has the ability to run for a class officer position at the end of August. Students who wish to run for an elected associated student body officer, must first submit an application to be part of our student government class and undergo an interview. If they are selected, students will have the opportunity to run for an elected student body office which consists of campaigning, interview with presentation and semester grades will be configured in the overall score. Students may also be interviewed to be appointed as a student body officer.

Dances

The school hosts school dances on and off campus. Attendance to any school activity is based on a student's good standing. Students on the Loss of Privilege list may not attend dances. The school reserves the right to refuse entrance to school activities.

Academic Recognition

Students who exhibit excellent academic achievement may earn special recognition including: 4.0 Awards Night, CSF Awards Night, Academic GPA Cards, and Valedictorian.

Activities Eligibility Standards

Attendance to any school activity is based on a student's good standing. The school reserves the right to refuse entrance to school activities. Student participation in school activities may be based on grades, attendance and student behavior.

Graduation Ceremony

The Faculty and Administration are committed to continuing the tradition of a commencement ceremony that allows all of the members of the class to be honored in a dignified manner. We believe that this ceremony should be one in which each student has his or her "moment in the sun." To allow this opportunity for each of our graduates we have established the following expectations for the members of the class and the audience as well:

- graduates must participate in graduation practice with final clearance
- sit quietly while others are speaking
- refrain from displays of emotion that detract from the recognition of others
- refrain from the decoration of the cap or gown (no stolls, leis, sashes)
- treat the ceremony with respect and dignity

Graduates who cannot behave appropriately will be warned - if they continue to behave in a way that causes a distraction from the ceremony, any offending student will be removed. No spectators will be allowed onto the field before, during or after the graduation ceremony.

Students may not bring items such as cameras, cosmetics, flowers, wallets, purses, etc. as they will be confiscated and kept until the ceremony ends. For your safety, please leave these personal items at home. Photos by a local photographer will be taken of each graduate as they receive their diploma and will be available for purchase.

GRADUATION TICKETS: Each graduate will receive fifteen (15) tickets for family/friends to attend the graduation ceremony. If students need more than fifteen (15) tickets they should look to find members of the class who may have extras. Extra tickets will be provided to student graduates on a limited and first come first serve basis. ALL guests must have a graduation ticket to enter the stadium.

PARKING: For parents and other spectators, the gates to the stadium will open at 6:00 p.m. All guests will need to have a graduation ticket to enter. Boosters will be offering parking for \$5.00 on the Madison campus (please enter off Santa Cruz Street which is behind Madison campus), on the Frosh Baseball field (enter off "L" Street only), and the lot across from the MHS Varsity Baseball field (enter off "Coyote Lane"). Handicapped Parking is offered only to guests with designated handicapped plates or stickers and will be located at the Field

House and in the grass lot at the end of Coyote Lane. A shuttle for those individuals needing assistance will be provided to take them into the stadium area where handicapped seating will be provided.

Graduates may not bring items such as Hawaiian flower leis, balloons, beach balls, frisbees, noisemakers, etc., that might be used to distract from the ceremony. Such items will be confiscated and will not be returned.

* No food or drinks will be allowed into the stadium, with exception of senior citizens and infants. Sealed bottled water is allowed. High School PTA's will operate limited item concession stands throughout the stadium for the convenience of our guests.

* NO BALLOONS ALLOWED

* ALL VISITORS AND GUESTS ARE SUBJECT TO SEARCH

The ceremony will end with a processional of the graduates exiting the stadium to the softball/baseball complex where families will be able to meet and celebrate with their student. Graduates will receive actual diploma located in this area. Spectators will not be allowed on the field or track following the ceremony.

We look forward to end the school year and recognize our students through the graduation ceremony. We are proud of our graduating class and thank you for your assistance in making our Graduation Ceremony a memorable event for all.

Athletics

Sports by Season

Fall	Winter	Spring
Cross Country	Boys Basketball	Baseball
Football	Girls Basketball	Boys Golf
Girls Golf	Boys Soccer	Softball
Girls Tennis	Girls Soccer	Swimming / Diving
Girls Volleyball	Wrestling	Boys Tennis
Gymnastics		Track & Field
Water Polo		Boys Volleyball
Cheer & Dance		

Athletic Code of Conduct

Please see MUSD Student & Parent/Guardian Athletic Handbook for more information

CO-CURRICULAR CODE OF CONDUCT VIOLATIONS

Expulsion: *Privileges can not be earned back.*

Violation	1 st Violation	2 nd Violation	3 rd Violation
Expulsion	365 Days of ineligibility from date of violation.	365 Days of ineligibility from date of violation.	365 Days of ineligibility from date of violation.
Suspended Expulsion			
Stipulated Expulsion			

The follow durations of ineligibility apply to all calendar weeks between the first and last instructional days of a school year. Weeks of ineligibility un-served as of the last instructional day in June are applied effective the first instructional day in August.

Suspension: *Loss of Privileges are aligned to the duration of suspension order.*

Violation	1 st Violation	2 nd Violation	3 rd Violation
Found in possession of, furnishing or use of a controlled substance.	6 calendar weeks of ineligibility	12 calendar weeks of ineligibility	12 calendar months of ineligibility
Participates in robbery or extortion.			
Found in possession of a knife or dangerous object.			
Commits a battery			
Commits an act of vandalism with property damage.			
Commits assault on or threatens school staff.			
Hazing, intimidation, or harassment.			

Violation	1st Violation	2nd Violation	3rd Violation
Participates in gang motivated intimidation.	4 calendar weeks of ineligibility	12 calendar weeks of ineligibility	12 calendar months of ineligibility
Participates in hate motivated behavior.			
Participates in mutual combat.			

Immoral Conduct.	4 calendar weeks of ineligibility	8 calendar weeks of ineligibility	12 calendar weeks of ineligibility
Disrespectful Conduct.			
Possession or use of tobacco.	2 calendar weeks of ineligibility	4 calendar weeks of ineligibility	6 calendar weeks of ineligibility
Theft.	4 calendar weeks of ineligibility	8 calendar months of ineligibility	12 calendar months of ineligibility

CO-CURRICULAR CODE OF ETHICS VIOLATIONS

Violation	1st Violation	2nd Violation	3rd Violation
Driving under the influence.	6 calendar months of ineligibility	12 calendar months of ineligibility	24 calendar months of ineligibility
Felony violation of law in the community.	6 calendar months of ineligibility	12 calendar months of ineligibility	24 calendar months of ineligibility
Misdemeanor violation of law in the community.	2 calendar weeks of ineligibility	6 calendar weeks of ineligibility	12 calendar weeks of ineligibility
Attendance at a party or activity where alcohol or other controlled substances are illegally used.	Refer to CIF by law	Refer to CIF by law	Refer to CIF by law

CO-CURRICULAR APPEALS BOARD (9-12 ONLY)

1. A Co-Curricular Appeals Board will be established at each school to hear appeals regarding disputed co-curricular violations not covered by the Student Conduct Code and Co-Curricular Code.
2. The Co-Curricular Appeals Board shall be made up of the athletic director, activities director, an administrator, a neutral coach or advisor selected by the athletic or activities director, a teacher selected by the principal, and a counselor.
3. The coach/coaches of the athlete involved should be in attendance as non-voting observers. All members of the Co-Curricular Appeals Board must be present to hear and act on any appeal or case brought before them.
4. At the hearing, the athlete shall be informed of the reason for the disciplinary/action and the evidence against him/her and the parent(s)/guardian(s) and participant shall be given an opportunity to present their version and evidence on their behalf.
5. At the conclusion of the hearing, the Co-Curricular Appeals Board will meet in closed session for the purpose of deliberating and determining the Board's recommendation to the principal.
6. The chairperson of the Board shall provide in a written report to the principal to the Co-Curricular Appeals Board's recommendation. The report must include the athlete's written statement and facts presented at the hearing.
7. After evaluating the Co-Curricular Appeals Board's report, the principal will have the final decision regarding the appeal and will notify the participant/parents and the participant's program advisor or coach of the decision.

NOTES:

- The Co-Curricular Appeals Board may decide to permit the student to reduce up to half the non-privilege period if the student complies the Board's prescribed rehabilitation plan.
- Simple traffic violations such as parking or speeding are not considered code violations.
- Students may be credited for non-privilege time served while waiting dispensation of a felony case. (The Board may impose the consequences of a misdemeanor offense for a potential felony matter pending the dispensation of the case in court. If the offense is upheld by the court as a felony conviction, additional consequences may be imposed by the Code of Ethics Board at that

Code of Conduct for Extracurricular Activities including Athletics

We believe that extracurricular activities, including athletics, should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of activities is achieved when participants are committed to pursuing victory with honor according to leadership, Academics, Service and Sportsmanship. This Code applies to all students involved in extracurricular activities, including Athletics and violation may result in removal from the activity. (Please see Athletic Handbook for Violations of Code of Conduct for Extracurricular and Co-Curricular Activities)

NCAA Eligibility Standards

Athletes are required to complete specific classes in order to meet the NCAA requirements to be eligible to play a sport in college. Athletes also need to be registered on the Eligibility Center. Please see your athlete's counselor for more details.

Athletic Insurance

In order to participate in athletics in the State of California, students must have health insurance coverage. If you have your own health insurance that meets the standards of Educational Code Sections 32220-32225 you do not need additional insurance. However, if you wish additional coverage or need primary coverage, health insurance that meets all of the requirements of Educational Code Sections 32220-32225 may be purchased from the Athletic Department at the High School. This coverage meets or exceeds all requirements relating to medical and hospital benefits for accidental bodily injury sustained while practicing and/or traveling to or from inter-school athletic contests during the season of the sport.

Physical Education

Clothing & Dressing Out

Pursuant to guidance issued by the California Department of Education and the Education Code, the High Schools may require students to wear standardized clothing for P.E., including clothing of a specific color and design suitable for general wear outside of school.

Gym Clothes:

Students are required to wear the following items for their Physical Education classes:

School	Shorts	T-Shirt	Sweatpants	Shoes
Madera High School	Royal Blue Or Gray	Royal Blue or White	Royal Blue Or Grey	Laced athletic Shoes and socks
Madera South High School	Purple	White	Sweat Suit (Solid Black or black with white stripes)	Laced tennis shoes
Matilda Torres High School	Cardinal	Gray	Gray	Laced athletic shoes and socks

**Shoes (Slip on shoes, boots, flip flops, heels, dress shoes and sandals are not permitted). For your protection, it is suggested that your PE clothes be visibly marked with your name.*

Students may purchase a P.E. uniform compliant with these general design requirements through the High School's Business office. All proceeds raised through the purchase of P.E. uniforms will go to the Associated Student Body. A student's grade will not be lowered or otherwise impacted upon any failure to wear compliant P.E. clothing if such failure was clearly beyond that student's control. Students unable to comply with the uniform requirements should inform their P.E. instructor.

PE Medical

If a student is ill, he/she may be excused from participation for that day (when accompanied by a note for parent/guardian), students are requested to participate to the best of their ability when at school. A medical excuse is required for illnesses longer than 2 days. Please give all medicals to your instructor and the school nurse. Students will be given assignments for the duration of the medical. If a student becomes sick or is injured in class, the student, MUST REPORT IT TO THE TEACHER IMMEDIATELY.

PE Lockers and General Use Lockers

All students are responsible for checking out a combination lock from their PE teacher. Each student will be assigned a locker by his/her teacher. TAKE CARE OF YOUR LOCK AND LOCKER. Students will be responsible to replace lost or cut-off locks. DO NOT BRING ITEMS OF VALUE, DO NOT GIVE OUT YOUR COMBINATION, DO NOT SHARE LOCKERS, DO NOT LEAVE YOUR LOCKER UNATTENDED, CHECK YOUR LOCK BEFORE YOU LEAVE CLASS.

Code of Conduct

The purpose and philosophy of this code is to outline practices, policies, and procedures that will help provide you with a safe, secure, and comfortable learning environment. Effective learning and teaching can only take place under such conditions. This school is determined to provide the best educational atmosphere possible. To assure this happens California Education Code policies are in effect during the regular day and at all school related events and activities.

The following is a listing of expected student conduct, as well as inappropriate student behaviors, and the guidelines for disciplinary actions. The application of the disciplinary action is at the discretion of school administration or administrator designee, depending on the individual circumstances and student's disciplinary

history, and the school administration may deviate from these guidelines when appropriate to do so as determined by the principal.

In the event of extreme or repeated offenses, any misconduct may result in exclusion from school activities, suspension, notification of law enforcement agencies, and / or recommendation for expulsion. Interventions may be offered in lieu of suspension including, but not limited to, counseling, peer mediation, Solutions Team/Solutions Coaching, SST and a behavior contract.

DISCIPLINE POLICIES AND PROCEDURES

Videotaping/Photography/Recording

Any use of a video/audio recording device, including cameras and camera phones, on campus before/during/after school during school activities, without the explicit permission from a teacher or administrator, is strictly prohibited and may result in a suspension. Use of a device to record people without their consent is an invasion of privacy, is against the law, and is prohibited.

Tardy Policy

A tardy is defined as when a student enters class after the bell rings. A student's body must be past the door threshold to be considered on time. Tardies may lead to disciplinary action and possibly the loss of privileges.

Loss Of Privileges (LOP)

Each school site principal may place a student on the "Loss of Privileges List" under the requirements and directives of Board Policy 5127 and this regulation. A student who is on the LOP List may not participate in privileged activities. Students not on track to graduate due to credit deficiencies in courses required for graduation will be placed on LOP.

Additionally, six weeks (30 school days) prior to the day of the event the following criteria are considered for a student to be placed on LOP:

- **Absences = Four (4)** or more full day or single period unexcused absences in the last 30 school days
- **Tardies = Fifteen (15)** or more cumulative (total for all periods) in the last 30 school days
- **Grade Point Average (GPA) =** Live GPA of a 2.0 until last day of ticket sales (not cumulative)
- **Fees/Fines =** Students who owe any fees or fines
- **Suspension =** Within 30 school days of the event

LOP Criteria for other privileged activities include, but not limited to:

- Graduation/promotion ceremonies or activities
- Off-campus lunch privileges (11th & 12th grade only with parent permission)
- Rallies, athletic events, recreational trips, reward trips, fundraising events or activities, dances or other designated activities

Cell Phone/Electronic Device Policy

BP 5131 Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

The Governing Board of each school district, or its designee, may regulate the possession or use of any electronic signaling device (E.C. 48901.5). The principal or designee shall confiscate any electronic signaling

device, if used inappropriately pursuant to these guidelines. All confiscated items will only be returned to individuals on the student's emergency card.

Sexual Harassment

Harassment includes, but is not limited to, being annoyed, disturbed, bothered, coerced, continually pestered, or threatened at school or at any school-related activity. (Regardless of their class, age, race, sex, color, national origin, national ancestry, physical handicap, medical condition, religion, creed or marital status.) Examples of harassment include, but are not limited to:

- Verbal harassment may include, but not limited to: vulgar remarks, implied or connotative meaning, ethnic jokes, threats of bodily harm, or any other discriminatory expression.
- Physical harassment may include, but not limited to: touching, hitting, shoving, pushing, or any other form of physical contact.
- Sexual Harassment includes sexual assault, dating violence, domestic violence and stalking, as unlawful discrimination on the bases of sex.
- Sexual harassment may include, but is not limited to: sexual contact or the threat of sexual contact which is not freely entered into and mutually agreeable to both parties; continual or repeated abuse of a sexual nature including, but not limited to, graphic commentaries on the person's body; sexually degrading words used to describe the person; propositions of a sexual nature; the display of sexually offensive pictures and objects; uninvited sexual teasing, jokes, remarks or questions; or threats or insinuation that the lack of sexual submission will adversely affect the student's status, or the conditions of the student's well being.

Any form of harassment is considered unacceptable whether it is between a student and another student, or a District employee; and is considered a misconduct, and may subject a student or District employee to disciplinary action of suspension, expulsion, or termination.

Any person believing he/she is a victim of harassing behavior should notify the school principal or designee. Special privacy safeguards will be applied to handling harassment complaints. To the extent feasible, the identity of the charging party and the person accused of harassment will be kept confidential. Board Policy 5145.7(a)

Uniform Complaint Procedures (UCP)

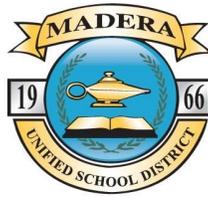
See MUSD Handbook

Public Displays of Affection

The school recognizes that genuine feelings of affection may exist between students; however, students should refrain from inappropriate intimate behaviors on campus or at school related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary action. Public displays of affection deemed inappropriate include: kissing, fondling, lewd or other inappropriate conduct.

MADERA UNIFIED SCHOOL DISTRICT
1902 Howard Road, Madera, California 93637
(559) 675-4500

FAX: (559) 675-1186
www.madera.k12.ca.us



Board of Trustees:
Ruben Mendoza, President; Brent Fernandes, Clerk
Trustees:
Joetta Fleak; J. Gordon Kennedy,
Ed McIntyre; Lucy Salazar; Ray G. Seibert
Superintendent:
Todd Lile

COMMITMENT TO EDUCATION
FREE FROM HARASSMENT, BULLYING AND DISCRIMINATION

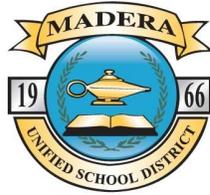
To: All Madera Unified School District parents/guardians, students and staff:

The Madera Unified School District is committed to maintaining an educational environment that is free from harassment, bullying and discrimination. The District will not tolerate acts of harassment, bullying or discrimination based on race, color, ancestry, national origin, ethnicity, ethnic group identification, religion, mental or physical disability, sex, sexual orientation, gender, gender expression; the perception of one or more of such characteristics; or association with a person or group(s) with one or more of these actual or perceived characteristics. Students and parents/guardian(s) are encouraged to work together with the District to prevent all forms of harassment, bullying and discrimination.

Any student who believes he or she has been subject to harassment, bullying, discrimination or a hostile environment based on any of the culture(s) listed above should report the matter to the District through the Uniform Complaint Procedures (UCP) set forth in Board Policy and Administrative Regulation 1312.3. The District will promptly conduct an investigation into complaints involving harassment, discrimination or bullying as set forth in Board Policy and Administrative Regulation 1312.3. Contact information for the District's compliance officers responsible for investigating and responding to complaints and/or discrimination are below:

Area Assistant Superintendents
1902 Howard Road
Madera, CA 93637
Telephone: (559) 675-4500 x 244, 246 & 248

Students found to have engaged in harassment, discrimination, bullying or other acts, creating a hostile environment will be promptly disciplined pursuant to applicable section(s) of the California Education Code(s), the California Code of Regulations, Board Policy(ies), Administrative Regulations and the District Parent-Student Handbook. Disciplinary action may, depending upon the circumstances of each particular incident, result in suspension or expulsion.



COMPROMISO PARA UNA EDUCACIÓN LIBRE DE ACOSO INTIMIDACIÓN Y DISCRIMINACIÓN

A: Todos los padres, estudiantes y personal del Distrito Escolar Unificado de Madera:

El Distrito Escolar Unificado de Madera está comprometido a mantener un ambiente educativo que sea libre de acoso, intimidación y discriminación. El Distrito no va a tolerar actos de acoso, intimidación o discriminación basados en raza, color, ascendencia, origen nacional, etnicidad, identificación con grupos étnicos, religiosos, discapacidad mental o física, sexo, orientación sexual, género, género de identidad o expresión de género; la percepción de una o más de tales características; o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Se les alienta a los padres y estudiantes a trabajar en conjunto con el Distrito para prevenir todas las formas de acoso, intimidación y discriminación.

Cualquier estudiante que crea que ha sido sujeto de acoso, intimidación o discriminación, o un ambiente hostil basado en cualquiera de las clases arriba nombradas, debe reportar el asunto al Distrito a través del Procedimiento Uniforme de Quejas establecido en la política de la Mesa Directiva y la Regulación Administrativa 1312.2. El Distrito conducirá prontamente una investigación en las quejas que involucren acoso, discriminación o intimidación como lo establecen la política de la Mesa Directiva y la Regulación Administrativa 1312.2. La información de contacto para los oficiales responsables de investigar y responder a quejas de acoso, intimidación y/o discriminación está indicada debajo:

Asistente del Superintendente de Área
1902 Howard Road
Madera, CA 93637
Teléfono: (559) 675-4500 x 244, 246 & 248

Si se comprueba que los estudiantes se han involucrado en acoso, discriminación e intimidación u otros actos que crean un ambiente hostil, serán inmediatamente disciplinados de acuerdo a las secciones aplicables del Código Educativo de California, el Código de Regulaciones de California, Política de la Mesa Administrativa, Regulaciones Administrativas y el Manual del Distrito para Padres-Estudiantes. La acción disciplinaria podría, dependiendo de las circunstancias de cada incidente en particular, resultar en la suspensión o expulsión.

Disrespectful, Unacceptable Language

The use of any of this kind of language is not conducive to a safe and secure learning environment. Students are expected to refrain from its use while on the school campus, just as they would be expected to when reporting for employment.

DEFINITIONS:

- Racial or Religious Slurs- Offensive words used to describe persons of a race, a particular color, country or faith
- Habitual Profanity-The regular and/or frequent use of expletives and/or language which is profane
- Hate Speech- Language which degrades, intimidates, or incites violence or prejudicial action against another person based on race, ethnicity, national origin, religion, sexual orientation, or disability. The term covers written as well as oral communication.
- Homophobic Speech- Language which promotes the hatred of or violence towards homosexuals
- Misogynistic Speech- Language which promotes the hatred of or violence towards women
- Misandry Speech- Language which promotes the hatred of or violence towards men
- Obscene Language- Language which is abhorrent to morality or virtue, specifically designed to incite lust or depravity; considered to be taboo in polite situations; repulsive by reason of crass disregard of moral or ethical principles.
- Roasting Vulgar- language used in a joking manner to degrade another student; see Vulgarity below for definition of vulgar language.
- Verbal Abuse- Verbal abuse, also called verbal attack or reviling, is a form of abusive behavior involving the use of language. Verbal abuse includes the following: countering, withholding, discounting, verbal abuse disguised as a joke, blocking & diverting, accusing & blaming, judging & criticizing, trivializing, undermining, threatening, name calling, chronic forgetting, ordering, denial of anger or abuse, and abusive anger.
- Vulgarity Language- which offends good taste and manners and is deemed to be raunchy, gross, offensive, crude, rude and/or suggestive

Student Conflicts

What to Do to Avoid a Fight

- Let staff know if you are feeling unsafe, threatened, or harassed. These feelings may interfere with your ability to concentrate on your schoolwork, so it is important that the problem be addressed quickly.
- Avoid listening to and spreading gossip. The only thing that comes from gossip is hurt feelings and anger. Adopt the attitude, "If I did not hear it with my own ears, it is not worth being hurt or angry about it."
- Don't confront another student when angry. The other person may react defensively, unsure of what you might do. Ask for help from a teacher or staff member, if you are not able to forget about or ignore what the other student is doing that makes you angry.
- Make an appointment with your counselor. He/she can give you additional suggestions, meet with the other student, or arrange a meeting for the students involved in order to solve the problem in a safe and non-confrontational manner.
- In the case of student conflict, avoid encouraging violence by approaching participants, recording, or instigating the fight. Students must move away from the conflict as to not interfere with staff efforts to

prevent or stop it. Recording, instigating or moving toward a conflict prevents staff from maintaining a safe environment and is a risk to student safety and will result in a disciplinary response.

Hazing

48900(q) Engaged 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, that 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.

Dangerous Devices

Students are forbidden to possess, sell, or otherwise furnish firearms, knives, explosives, (including fireworks and firecrackers) or other dangerous objects of no reasonable use to the pupils at school, on school property, or at school sponsored events.

Any student possessing, selling, or otherwise furnishing any of the above-described items on school property or at school sponsored events shall be subject to any or all of the following:

1. Objects possessed by the student will be confiscated.
2. Immediate referral to the appropriate law enforcement agency.
3. Suspension for a minimum of five (5) days.
4. Recommendation for expulsion from all schools within district. Ed. Code 48900(B)
5. Other appropriate discipline.

Student Assaults

Threats or violence against personnel of the Madera Unified School District or any other persons, including students or visitors, on the property or at activities sponsored by the Madera Unified School District, will not be tolerated. Any student who assaults, threatens, strikes, or otherwise uses or threatens to use force or violence against any of the persons described above, will be subject to immediate suspension and/or recommendation for expulsion from the schools of the District, plus referral to appropriate law enforcement agencies.

Non-Authorized Sales

No sales for personal gain of any kind are allowed on campus. If sales for personal gain are occurring, product will be confiscated. Student will then be placed on a Sales Contract, acknowledging student is aware of school policy and will not repeat the offense. Product may be picked up by a guardian on Emergency Procedure Card on the first offense and will not be returned on any succeeding offense.

Academic Integrity

Cheating: Obtaining from or giving to others answers or questions for tests, quizzes, homework, or any assignments, papers, or projects.

Plagiarism: Copying part or all of another person’s work and submitting it as your own; passing off the ideas or words of another as one’s own without giving credit to the source.

Intellectual Property: Any original work is considered the Intellectual Property of the person who created it. When another person’s work is plagiarized, it is a form of stealing their Intellectual Property.

Purpose: The school’s purpose is to help each student realize his or her full academic potential and become a responsible and productive citizen and lifelong learner. Cheating and plagiarism go directly against this goal.

Student Responsibility: Master and use the correct skills to cite sources, ask for help when questions arise regarding cheating or plagiarism; do not participate in sharing or receiving answers from others.

Consequences: Consequences are cumulative over the student's four years and across all classes. Student receives "0" on assignment and may not make it up. Referral to Administrator will be made and the student may be disciplined accordingly.

High School Students who are of 18 years of age or older are not required to attend a comprehensive high school. Students of the legal adult age may opt to attend adult school or seek other educational opportunities.

Students who are of 18 years of age and choose to remain in High School, must abide by all of the school expectations and regulations set forth for all High School students as outlined in the student handbook and the district's board policy.

High school students who are no longer minors must attend school regularly, as is the expectation of all students.

Students may only be excused from class early to leave campus with an illness verified by the nurse, medical appointment verified with a doctor's note, a funeral in the immediate family, and/or court subpoena. Students will not be allowed to sign out of the school for an unverifiable/inexcusable reason.

A student who has been suspended shall automatically be placed on the Loss of Privilege list and will not be allowed to participate in privileged activities during the duration of the student's suspension. A student suspended and recommended for expulsion shall automatically be placed on the Loss of Privilege list and shall not be allowed to participate in privileged activities during the duration of the student's extended suspension pending an expulsion hearing, and unless and until it is determined that the student will not be expelled. An expelled student whose expulsion order has been suspended may only participate in privileged activities if expressly permitted to do so under the provisions of his/her expulsion order.

Dress and Appearance

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (BP5132)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (AR5132) (Education Code [35183.5](#))

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#))

District-Wide Student Dress Policy

1. Pupils must dress safely. Shoes or footwear 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 or jewelry that advocate or depict racial, ethnic, or religious prejudice, or other unlawful acts, or tobacco, drugs, or alcohol are prohibited.
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. Caps or visors must be worn with the bills facing forward, and not to the side or backwards.

As with other clothing, head coverings may not bear any of the following: writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive; depictions of drugs, alcohol or tobacco; or messages that advocate racial, ethnic, gender or religious prejudice. Hats, caps, or other head coverings may also be worn to protect against inclement weather according to the following guidelines. Whenever the current temperature falls below forty (40) degrees (Fahrenheit), or on rainy days, students may be allowed to wear hooded sweatshirts/coats with hoods pulled up; head coverings specifically designed as rain gear 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 in classrooms, offices, or other buildings unless a documented, related health problem exists.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.
7. Underwear-type sleeveless shirts/blouses, biker shorts, see-through or fabrics that 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. Openings for neck and arms that 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.
8. Dresses, skirts, and shorts must be at least mid-thigh length or 5" above the knee whichever is longer in length. Student jeans that have rips cannot expose an area that is more than the length allowed for shorts, skirts or dresses.
9. 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.
10. Clothing straps must be fastened.
11. Clothing must be worn as its design was traditionally intended.
12. Piercings that create a safety issue are not acceptable.
13. Hair shall be clean and groomed.

14. Attire that may be used as a weapon, as determined by school administration, shall not be worn
15. 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.
16. Any apparel, hairstyle, cosmetic, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern is prohibited.
17. 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.

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

Progressive discipline will be imposed for violations of the Dress Code as follows:

1. First Offense: Verbal warning and counseling; documentation of the incident; student will be advised to read thoroughly the dress code as published in the Annual Parent Notifications and Code of Student Conduct. The administrator will ask the student if his/her copy of the referenced publication has been misplaced or lost. If so, a second copy shall be provided.
2. Second Offense: Verbal warning and counseling; parent contact/conference; documentation of the incident; parent and student will be advised to read thoroughly the dress code as published in the Annual Parent Notifications and Code of Student Conduct.
3. Third Offense: Parent contact/conference, documentation of the incident, detention to be served by the student and confiscation, if possible, of the article of clothing or accessory which has resulted in the violation of the policy.
4. Fourth Offense: Parent contact/conference, documentation of the incident, after school detention to be served by the student and confiscation, if possible, of the article of clothing or accessory which has resulted in the violation of the policy.
5. Fifth and Subsequent Offenses: Parent contact/conference, documentation of the incident, one day on campus suspension and confiscation, if possible, the article of clothing or accessory which has resulted in the violation of the policy.

As to each offense, the parent will be notified to bring acceptable clothing or the student will be supplied with a suitable garment from the site, if available.

Dress Code Reference Guide

Students must be in compliance with the Madera Unified School District Dress Code Policy during regular school hours while going to and from home and at any school sponsored activities.

Hats/Hoods/Beanies	<ul style="list-style-type: none"> ● California Ed Code Section 35183.5 states that students may wear hats/hoods/beanies in school while <u>outdoors</u> as a means to protect students from the harmful effects of the sun or when the temperature falls below forty (40) degrees Fahrenheit; hats, hoods and beanies are not allowed to be worn inside buildings
Shirts	<ul style="list-style-type: none"> ● Cover torso. Bare midriffs, tube tops, and halter-tops are prohibited, including tops or blouses that show midriff when arms are raised above the head ● No offensive or inappropriate comments or graphics

	<ul style="list-style-type: none"> • Openings for neck and arms that expose the body in a sexually suggestive manner are not acceptable
Shorts/Skirts	<ul style="list-style-type: none"> • Must be mid-thigh or longer (or have leggings that are mid-thigh underneath) or 5" above the knee (whichever is longer in length) • No sagging; all shorts/skirts must be worn at the waist
Pants	<ul style="list-style-type: none"> • Holes five inches above the knee must have leggings underneath • Must cover all undergarments • No sagging; all pants must be worn at the waist
Shoes	<ul style="list-style-type: none"> • Shoes must be worn at all times • Athletic shoes with socks are required in all physical education classes and while participating in athletic teams • No slippers
Logos	<ul style="list-style-type: none"> • No offensive/inappropriate comments or graphics for example, apparel that depicts violence, weapons, drugs, alcohol, or any sexually explicit content
Piercing	<ul style="list-style-type: none"> • Piercings that create a safety issue are not acceptable
Pajamas	<ul style="list-style-type: none"> • Not to be worn at school
Blankets	<ul style="list-style-type: none"> • Not to be brought to school
Hair	<ul style="list-style-type: none"> • Hair shall be clean and well groomed
Accessories or Jewelry	<ul style="list-style-type: none"> • Dark sunglasses shall not be worn in classrooms, offices, or other buildings unless documented, related health problems exist. • Any apparel, hairstyles, cosmetics, accessories, or jewelry, even if not specifically mentioned above, that creates a safety or health concern (as determined by administration) is prohibited.
No Gang Related Apparel or Paraphernalia	<ul style="list-style-type: none"> • See below for more information

In addition, site administration in conjunction with School Site Council (that has been approved by the governing board) has determined that this gang apparel policy is necessary for the health and safety within all MUSD middle schools:

Gang-related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessories, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, wording, or other attributes, denotes membership in or affiliation with gangs.

- This rule also prohibits the presence of any apparel, jewelry, accessories, 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 or red shirt, in and of itself, may or may not be indicative that the shirt is gang related. However, when a blue or red shirt is worn in the company of other persons who are wearing blue or 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 or red shirt worn in such conditions and circumstances is gang-related apparel.
- There is a 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.

Suspension/Expulsion (see MUSD Handbook)

MADERA UNIFIED COMMUNITY COMPACT

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders - trustees, taxpayers, community partners, students, parents, staff, and leadership - that our identity and philosophy are built upon our best traditions and aligns modern student needs with the highest level research and professional learning. The MUSD Governing Board believes in fair and equitable opportunities to empower students to learn deeply and live long healthy lives with the widest array of career opportunities. In ever-changing times, the MUSD Governing Board believes in ongoing collaboration with stakeholders to continuously improve student outcomes and college and career readiness.

MUSD GOVERNING BOARD OF TRUSTEES' GOALS

Clarity & Consistency at All Levels

Changing Perceptions & Mindsets of Staff & Community

Excellence in All Things

OUR VISION

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

OUR MISSION

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

OUR BELIEF STATEMENT

Madera Unified is where students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

OUR CREED

WE BELIEVE in...

- Strong relationships between students, staff, parents and our community
- Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery
- Collaboratively planned relevant, challenging, and creative lessons
- Intrinsic motivation through curiosity, creativity, and choice
- Intentionally engaging classrooms and active learning
- Strong civic engagement through service learning
- The highest student achievement in all areas
- An orderly learning environment with dynamic school cultures
- A financially sound & effective organization

OUR CORE VALUES

These questions frame our decisions when considering expenditures and initiatives. During our Executive Cabinet meetings, we ask ourselves each question aloud and invite debate. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

Equity Before Equality

Will this prioritize equity before equality?

Student Centered

Decision Making

Is this focused on students' needs?

Collaborative Culture

Will this facilitate a collaborative culture in our district?

Excellence for All

Will this promote excellence for all?

Learning Organization

Will this further the development of our learning organization?

Community Relationships

Will this foster and deepen relationships with our community partners?

Results Oriented

Will this be measured effectively and be results oriented?

HONESTY + COMPETENCY = TRUST

WE BELIEVE MADERA UNIFIED

2020-2021 Calendar (191 Days)

JULY 2020						
			1	2	H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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AUGUST 2020						
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30	31					

SEPTEMBER 2020						
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27	28	29	30			

OCTOBER 2020						
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25	26	27	28	29	30	31

NOVEMBER 2020						
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29	30					

DECEMBER 2020						
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27	28	29	30	H		

JANUARY 2021						
					H	2
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17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
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14	H	16	17	18	19	20
21	22	23	24	25	26	27

MARCH 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30	31			

APRIL 2021						
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MAY 2021						
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JUNE 2021						
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20	21	22	23	24	25	26
27	28	29	30			

HOLIDAYS	
Jul	3 Independence Day
Sep	7 Labor Day
Nov	11 Veterans' Day
Nov	26 Thanksgiving Day
Nov	27 Board-Declared Holiday
Dec	25 Christmas Day
Dec	24 Board-Declared Holiday
Dec	31 Board-Declared Holiday
Jan	1 New Year's Day
Jan	18 Martin Luther King Jr. Day
Feb	8 Lincoln's Day (Observed)
Feb	15 Washington's Day (Observed)
April	2 Board-Declared Holiday
May	31 Memorial Day

ATTENDANCE PERIODS		
Period		# Days
1	8/19/2020 - 9/11/2020	17
2	9/14/2020 - 10/09/2020	20
3	10/12/2020 - 11/06/2020	20
4	11/09/2020 - 12/04/2020	14
5	12/07/2020 - 1/15/2021	14
6	1/18/2021 - 2/12/2021	18
7	2/15/2021 - 3/12/2021	19
8	3/15/2021 - 4/09/2021	14
9	4/12/2021 - 5/07/2021	20
10	5/10/2021 - 6/04/2021	19
11	6/07/2021 - 6/11/2021	5
Annual Total		180
FIRST SEMESTER		
1st Qtr. 08/19/20 - 10/9/20		42 days
2nd Qtr. 10/12/20 - 12/18/20		44 days
SECOND SEMESTER		
3rd Qtr. 01/12/21 - 03/26/21		51 days
4th Qtr. 03/29/21 - 06/11/21		48 days

FIRST DAY OF SCHOOL
August 19, 2020
LAST DAY OF SCHOOL
June 11, 2021

INSTITUTE DAYS (no students)
August 5 - 18, 2020
January 11, 2021

THANKSGIVING BREAK November 23 - 27, 2020
WINTER BREAK December 21, 2020 - January 8, 2021
SPRING BREAK March 29, 2021 - April 5, 2021

REVISED 8/11/20

MUSD BOARD APPROVED: JULY 21, 2020
MOTION NO. 7-2020/21
DOCUMENT NO. 23-2020/21



Maintenance & Operations

Curtis Manganaan, Director of Maintenance & Operations

May 5, 2020

TO: PARENTS & GUARDIANS
M.U.S.D. EMPLOYEES

FROM: CURTIS MANGANAAN, DIRECTOR OF MAINTENANCE & OPERATIONS M.U.S.D.
AHERA DESIGNEE

RE: ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)
ASBESTOS INSPECTIONS AND MANAGEMENT PLANS

Madera Unified School District hired Hazard Management Services, Inc. (HMS, INC.) consulting company, to complete the required three-year re-inspection of all asbestos containing building materials in the District. The three-year re-inspection was completed on August 2017 by an accredited inspector and the re-inspection data has been incorporated into the management plan.

In addition, during the past year the district performed the six-month surveillance on December 2019 and June 2019. This information is also incorporated into the management plan.

A copy of the district management plan is available for review during normal office hours in the Administrative Office at each site and the Maintenance Office located at 1205 Madera Avenue. If copies of the plan are desired, a nominal duplicating fee may be charged.

If you have questions concerning the plan or the District's compliance with EPA Asbestos Regulations, please contact the District's Asbestos Program Manager.

CURTIS MANGANAAN
1205 MADERA AVENUE
MADERA, CA 93637
(559) 675-4534



Maintenance & Operations

May 5, 2020

Dear Parent(s):

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (<http://www.cdpr.ca.gov>) for further information on pesticides and their alternatives. Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, you may complete and return this form below to the school office.

If you have any questions, please contact Curtis Manganaan at (559) 675-4534.

Sincerely,

Curtis Manganaan
Director of Maintenance & Operations
Madera Unified School District

OPTIONAL REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school. I would prefer to be contacted by (check one):

() U.S. Mail () E-Mail () Phone

Please print neatly:

School: _____

Name of Parent/Guardian: _____ Date: _____

Address: _____

Day Phone: _____ Evening Phone: _____

E-Mail: _____

NOTIFICATION OF PLANNED PESTICIDE USE

Assembly Bill 2260 (Healthy Schools Act of 2000), which became effective on January 1, 2001, reduces children's exposure to toxic pesticides through information and integrated pest management. For the 2020-21 school year, Madera Unified School District may apply the following pest management products as necessity dictates.

Product	Active Ingredient	EPA #	Purpose
Advance Granular Ant Bait	Abamectin B1 0.011%	499-370	Ants
Advion Ant Gel	Indoxacarb 0.05 %	100-1498	Ants
Advion Cockroach Gel Bait	Indoxacarb 0.06 %	100-1484	Cockroaches
Alpine WSG	Dinotefuran 40.0 %	499-561	Insects
Cheetah Pro	Glufosinate Ammonium (24.5%)	228-743	Weeds
Demand CS	Lambda-cyhalothrin 9.7 %	100-1066	Insects
Fastrac All-Weather Blox	Bromethalin 0.01 %	12455-95	Rodents
Finale	Glufosinate-ammonium-11.33%	432-1229	Weeds
Freehand 1.75 G CA	Dimethenamid-P .75 %...pendimethalin-1.0%	7969-358	Weeds
Fusilade II	Fluazifop-P-butyl(phenoxy propanoate)-24.5%	100-1084	Weeds
JT Eaton Answer for pocket gophers	Diphacinone .005 %	56-57	Gophers
Nyguard IGR Concentrate	2-(1- Menthyl- 2-(4-phenoxyphenoxy)ethoxy)pyridine 10.0 %	1021-1603	Insects
Onslaught FastCap	Esfenvalerate-6.40 %..Prallethrin-1.60 %..Piperonyl butoxide-8.00 %	1021-2574	Insects
Magnify Activator	Alkyl polyglycoside,Ammonium sulfate and Ammonium Nitrate 51.15 %	17545-50018	Weeds
Pendulum Aqua Cap	Pendimethalin - 39.7 %	241-416	Weeds
One Shot	2,4 D (CAS 94-75-7) Mecoprop-(CAS 16484-77-8) Dicamba (CAS 1918-00-9) Dithiopyr (CAS 97886-45-8)	2217-856-7001	Fertilizer/weed control
Speed Zone Southern	Carfentrazone-ethyl-0.54%.. 2,4-D,ethylhexyl-10.49 %..mecoprop-2.66 %	2217-835	Weeds
Surflan AS	Oryzalin 40.4 %	70506-44	Weeds
Suspend SC	Deltamethrin - 4.75 %	432-763	Insects
Target Pro-Spreader Activator	Alkyl phenol ethoxylate,Isopropanol,and Fatty Acids 90 %	1050775-50022-AA	Weeds
Termidor SC	Fipronil - 9.1 %	7969-210	Insects
Vendetta Plus Gel Bait	Abamectin B1- 0.05 %...Pyriproxyfen - 0.50 %	1021-2593	Cockroaches
Wasp Freeze	d - trans Allethrin-0.129... Phenothrin- 0.120 %	499-362	Insects
Wilco Gopher Getter Bail Type 2	Diphacinone .005 %	36029-23	Gophers
Wilco Squirrel Bait	Diphacinone .005 %	36029-17	Squirrel

Additional information on pest management products is available on the California Department of Pesticide Regulation's website www.cdpr.ca.gov. Madera Unified School District has adopted an Integrated Pest Management program (IPM) that requires pest management action only when necessary and with the least-hazardous method. Additional information regarding the MUSD IPM program can be found on Madera Unified School website <http://www.madera.k12.ca.us/Page/8751>.

Applicators receive annual safety training, strictly follow the U.S. EPA label instructions and only apply pesticides when they are necessary. The District will make every effort to apply pesticides when students are NOT present, but reserves the right to spray within the Laws of the State anytime it deems safe, using the utmost care while students are present. To register with the District to receive notification of individual pest management product applications at a specific school site, contact school for notification request. Registrants will be notified of individual applications at least 72 hours in advance.

If you have any questions, please contact Curtis Manganaan, Director of Maintenance and Operations at (559) 675-4534.