MADERA UNIFIED SCHOOL DISTRICT

WE BELIEVE MADERA UNIFIED

K-6 and K-8 School Handbook

2023-2024

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2023-2024 CALENDAR

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HOLIDAYS

Jul	4	Independence Day (Observed)
Sep	4	Labor Day
Nov	10	Veterans' Day
Nov	23	Thanksgiving Day
Nov	24	Board-Declared Holiday
Dec	25	Board-Declared Holiday
Dec	26	Board-Declared Holiday
Jan	1	Board-Declared Holiday
Jan	2	Board-Declared Holiday
Jan	15	Martin Luther King Jr. Day
Feb	12	Lincoln's Day (Observed)
Feb	19	President's Day (Observed)
Mar	29	Board-Declared Holiday
May	27	Memorial Day
Jun	19	Juneteenth

THANKSGIVING BREAK

November 20–24, 2023

WINTER BREAK

December 25, 2023 – January 12, 2024

SPRING BREAK

March 25, 2024 – April 1, 2024

ATTENDANCE PERIODS

Period		# Days
1	08/07/23 – 09/01/23	20
2	09/04/23 – 09/29/23	19
3	10/02/23 – 10/27/23	18
4	10/30/23 – 12/01/23	19
5	12/04/23 – 01/12/24	14
6	01/15/24 – 02/09/24	18
7	02/12/24 – 03/08/24	17
8	03/11/24 – 04/12/24	18
9	04/15/24 – 05/10/24	20
10	05/13/24 – 06/06/24	17
Annual Total		180

FIRST SEMESTER		
1st Qtr.	08/07/23 – 10/06/23	43 days
2nd Qtr.	10/09/23 – 12/22/23	47 days
SECOND SEMESTER		
3rd Qtr.	01/16/24 – 03/22/24	44 days
4th Qtr.	04/02/24 – 06/06/24	46 days

2/21/23 JA

NON-SCHOOL DAYS

July 3 – August 4, 2023

FIRST DAY OF SCHOOL

August 7, 2023

LAST DAY OF SCHOOL

June 6, 2024

INSTITUTE DAYS (no students)

August 2, 2023

January 16, 2024

COLLABORATION TEAM DATES (no students)

August 3, 2023

October 9, 2023

December 11, 2023

March 11, 2024

SAP DAYS (no students)

August 1, 2023

October 2, 2023

February 26, 2024

May 24, 2024

TEACHER DAY (no students)

August 4, 2023

WE BELIEVE MADERA UNIFIED

District Governance Board

Lucy Salazar, *President*
Ruben Mendoza, *Clerk*
Nadeem Ahmad, *Trustee*
Israel Cortes, *Trustee*
Gladys A. Diebert, *Trustee*
Joetta Fleak, *Trustee*
Ray G. Seibert, *Trustee*

District Administration

Todd Lile, *Superintendent*
Sandon Schwartz, *Deputy Superintendent*
Sheryl Sisil, *Associate Superintendent of Educational Services*
Joseph Aiello, *Assistant Superintendent of Human Resources*
Prince Marshall, *Assistant Superintendent of Student and Family Support Services*
Oracio Rodriguez, *Assistant Superintendent of Leadership*
Arelis Garcia, *Chief Financial Officer*
Jesse Carrasco, *Area Assistant Superintendent*
Lalo Lopez, *Area Assistant Superintendent*
Carry Gassett, *Area Assistant Superintendent*

MADERA UNIFIED SCHOOL DISTRICT

1902 Howard Road ♦ Madera, California
(559) 675-4500

The Madera Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical condition, nationality, national origin, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), bullying, or Title IX, contact the school site principal and/or the following compliance officers: Equity Compliance Officers – Area Assistant Superintendents Jesse Carrasco at jessecarrasco@maderausd.org, Lalo Lopez at ladislaolopez@maderausd.org and Carry Gassett at carrygassett@maderausd.org or at (559) 675-4500; Title IX Coordinator – Prince Marshall, Assistant Superintendent of Student and Family Support Services, princemarshall@maderausd.org, (559) 416-5826; Section 504 Coordinator – Rebecca McHaney, Director of Special Services at rebeccamchaney@maderausd.org or (559) 416-5845.

Madera Unified School District
1902 Howard Road, Madera, CA 93637
(559) 675-4500
Fax (559) 675-1186
www.madera.k12.ca.us

Board of Trustees
Lucy Salazar, President
Ruben Mendoza, Clerk
Nadeem Ahmad, Israel Cortes, Gladys A. Diebert
Joetta Fleak, Ray G. Seibert

SUPERINTENDENT'S MESSAGE

August 7, 2023

Dear Parent(s) or Guardian(s),

This new school year represents an opportunity to reignite ***an unparalleled educational journey that is intellectually, socially, and personally transformative***! We are still recovering confidence, friendships, and learning after the pandemic but we feel better each month! We have intentionally developed conditions for a more joyful learning experience that mirrors a private school education program for public schools. Our elementaries will continue enrichment blocks of art, music, STEM, physical education, and library time each week. In middle school, we are thankful our students will again have a seventh period but our teachers will only instruct five classes. Extra collaborative planning time in both elementary and middle school is producing stronger outcomes. MTEC will continue to create 8th graders who are more ready for high school than ever before! Like last year, we expect our high school students to achieve historic levels of success at the regional, state, national, and world levels in activities, arts, athletics, and career technical education - ***like the Madtown Robotics 2023 FIRST Robotics World Champions***!

Success in the 21st century takes a team approach and our community is clearly up to the challenge. Our colleagues, regardless of role, proved we can each be a Student Champion. Last year we worked to reset our culture to meet the modern needs of our current student body. We developed an entire course to define our expectations that all educational employees can be Student Champions and uplift the lives of students and families. We are determined to build and maintain a more effective and responsive learning organization. The message was received clearly with great support but the struggle to change our culture toward higher expectations remains real.

As part of a more responsive culture with higher expectations and built-in support services, WE BELIEVE our students' experiences in school needed to be richer in terms of creativity and inspiration. Across all levels, a vast effort is being made to bring joy back into teaching and learning so everyone's experiences are more uplifting and healing than ever before!

To understand how this plays out for your student, please use this handbook as a guide. The MUSD Student Bill of Rights and Student Believer document help make crystal clear our belief in treating students with kindness, fairness, dignity, and respect. Education in the 21st century seeks to prepare students for occupations and technologies that have not yet been conceived. The MUSD Graduate Profile seeks to guarantee our students know how to learn on their own after graduation. Students who are confident in their ability to THINK, ADAPT, COLLABORATE, COMMUNICATE, PRODUCE, and CONTRIBUTE will find the flexibility to respond to an ever-changing future. The Class of 2025 will conduct an oral defense of their learning as a requirement their senior year.

We really need each other as partners and extensions of collective values. Your expectations at home and ours at school can be aligned. When we work together on positive skills, attitudes, behaviors, and outcomes, students feel supported. Our choice to work together will truly define the success of our students.

You will find the most updated information on our website at https://www.madera.kl2.ca.us/ and we ask you to carefully consider all the district communications we send out. 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.

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.kl2.ca.us) or your local school webpage for more detailed information, which is updated throughout the year.

Within the handbook you will find these important topics:

- ❑ Governing Board Policies (BP) and Administrative Regulations (AR)
- ❑ California Education Codes (EC)
- ❑ Special Education, Categorical Funding and Child Development
- ❑ Dress Code
- ❑ Student Discipline

The MUSD Community Compact states our vision this way: ***Madera Unified will set the standard/or hard work, creativity and resiliency with a fearless drive to continuously improve***. This challenging vision requires us to work together as partners. We're proud to serve you and value your collaboration and communication to help us all improve!

Sincerely,

Todd Lile
Superintendent

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

Madera Unified School District

Student Bill of Rights

Resolution No. 32-2020/21

Students have the right to have a socially, emotionally, and physically safe positive school environment; defined as

- a freedom to experience a "safe and inclusive campus; with adults who are committed to protecting and serving all students"; and
- a positive learning environment that is welcoming; and
- empowers students to have confidence in their identities; and
- shows compassion in making mistakes free from ridicule; and
- have administrators who are consistent and approachable; and

Students have the right to be treated with respect and valued by the school community; defined as

- being treated fairly regardless of religion, race, national origin, or disability, sex (including pregnancy, gender identity, and sexual orientation); and
- to attend schools that are free from bullying by students and by adults; and
- to be treated according to their maturity, competency and with compassion; and

Students have the right to inclusive teaching and learning environments in our classrooms; defined as

- having classrooms that feel safe, respectful and welcoming, where ***everyone*** can learn; and
- learning opportunities tailored to our individual needs; and
- teachers who care about all students where all means ***all***; and
- teachers who value our educational progress and us as human beings; and
- students are able to see themselves in our schools through challenging and culturally relevant learning; and

Students have the right to effective teachers that are both knowledgeable and supportive; defined as

- individuals who know their content and use various teaching strategies that contribute to a greater understanding; and
- understand that learning starts with relationships; and
- make learning active and visible; and
- are servant leaders who accept feedback from their students; and

Students have the right to equitable quality education, that prepares them for life beyond high school; defined as

- providing instruction that lends itself to differentiation, feedback and re-teaching for proof of mastery; and
- ensures teachers' skills align with students' needs; and
- ensures accessibility to the fullest range of rigorous academic classes to ***all*** students; and
- provides real life learning opportunities with the widest array of post-secondary options, with the greatest number of choices around College and Career with equity in access to modern technology to support adulthood success; and

Students have the right to Freedom of Expression within an educational context that has clear guidelines and expectations; defined as

- allowing students to exercise our First Amendment rights through various forms and mediums; and
- informing students of these opportunities through a variety of means: and
- providing clear expectations and guidance; and
- providing a defined platform to report violations of student rights without fear of retribution or dismissal of the concern; and

Students have the right to equitable school disciplinary policies and practices that focus on correction not punishment; defined as

- ensuring due process is implemented at every level of infraction; and
- schools adopting positive forms of discipline, aimed at addressing the cause of the behavior and providing an opportunity for students to grow from their mistakes; and
- focusing on the resolution of conflict and restoration of all relationships involved to the extent that is possible; and
- refraining from use of stereotypes, unwarranted attention, and personal interactions that result in mistrust; and
- focusing on bringing the students back into the school community in a positive manner; and

Students have the right to shape decisions that affect our education; defined as

- formalizing opportunities with school board members, district administration, school administration and with our teachers on a regular, scheduled basis because student voice counts

Madera Unified School Board of Trustees hereby proclaims and recognizes on this 23rd Day of March 2021, that the above-mentioned rights be declared as a right of every student within Madera Unified School District.

WE BELIEVE MADERA UNIFIED

STUDENT BELIEVER

WE BELIEVE every student has a right to a socially, emotionally, and physically safe, positive school environment and students have a responsibility to express themselves and behave towards other students and staff with honesty, respect, and kindness.

WE BELIEVE students have the right to be treated with respect and valued by the school community and students have a responsibility to be empathetic and mindful in how they act and show their thoughts and feelings with others.

WE BELIEVE students have the right to inclusive teaching and learning environments in our classrooms and students have a responsibility to embrace their chances to learn by keeping open minds and hearts toward others.

WE BELIEVE students have the right to effective teachers that are both knowledgeable and supportive and students have a responsibility to strive to learn, grow, and achieve their best.

WE BELIEVE students have the right to equitable, quality education that prepares them for life beyond high school and students have a responsibility to take risks and explore what they're capable of by seeking variety in what they learn.

WE BELIEVE students have the right to Freedom of Expression within a place of learning that has clear guidelines and expectations and students have a responsibility to reveal their values, creativity, and opinions without harming others and with understanding of differences.

WE BELIEVE students have the right to equitable school disciplinary policies and practices that focus on correction not punishment and students have a responsibility for their actions and will learn how to appropriately react to challenges and conflicts.

WE BELIEVE students have the right to shape decisions that affect their education and students have a responsibility to properly and clearly share their views on such matters when chances arise to do so.

PHONE DIRECTORY

Elementary Schools

Adams	674-4631
Alpha	661-4101
Berenda	674-3325
Chavez	664-9701
Dixieland	673-9119
Eastin-Arcola	674-8841
Howard	674-8568
La Vina	673-5194
Lincoln	675-4600
Madison	675-4630
Millview	674-8509
Monroe	674-5679
Nishimoto	664-8110
Parkwood	673-2500
Pershing	664-9741
Sierra Vista	674-8579
Virginia Lee Rose	662-2662
Washington	674-6705
Furman Independent Study (K-8)	661-9051

Service Departments

Child Nutrition	675-4546
Community Services and Parent Resource Centers	416-5842
Facilities & Planning	675-4548
State Preschool	675-4490
Student Services	416-5858
Transportation	673-2288

Parent Resource Centers

Lincoln Elementary School	675-4600
Madison Elementary School	675-4630
Millview Elementary School	674-8509
Virginia Lee Rose Elementary School	662-2662
Washington Elementary School	674-6705
Martin Luther King Middle School	674-4681
Madera High School	675-4444
Madera South High School	675-4450
Torres High School	416-5909

The area code for all telephone numbers is (559).

The term "parent", as used in the following notifications, means the natural or adoptive parent, legal guardian, the person having legal custody, or other education rights holder; the term also includes a student 18 years of age or older. Additionally, the pronouns used in the notifications are meant to be gender-free.

ACADEMICS

Academic Integrity

Academic honesty and personal integrity are fundamental components of a student's education and character development. The school's goal is to help each student realize their full academic potential and become a responsible and productive citizen and lifelong learner. Therefore, students are expected not to cheat, lie, plagiarize, or commit other acts of academic dishonesty.

When students cheat or plagiarize, their work does not reflect their own efforts or understanding, and it gives them an unfair advantage over other students. *Cheating* includes, but is not limited to: copying the work of others (including both class work and homework); having someone else do the homework or assignment; stealing someone else's idea for an assignment or project; using notes on tests or quizzes when such notes have been prohibited; or giving others answers to a test or quiz. Examples of *plagiarism* include, but are not limited to: copying part or all of another person's work and submitting it as one's own; passing off the ideas or words of another as one's own without giving credit to the source; or paraphrasing from a different sources without citing those sources. This is because 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.

Students who engage in academic dishonesty will be referred to an administrator or counselor, and may be disciplined accordingly. Consequences are cumulative and may include the student receiving a "0 on the assignment or test, without the opportunity to make it up. To avoid this, students should master and use the correct skills to cite sources, ask for help when questions arise regarding cheating or plagiarism, and not participate in sharing or receiving answers from others.

Grades

Grades help students and parents understand performance expectations, represent an accurate evaluation of the student's achievement, and identify a student's strengths and areas of needed improvement using a system that is familiar and understandable. Students will receive letter grades based on assignments and assessments related to the California Content Standards. Behavior, effort, and attendance are reported in separate evaluations, not in the student's academic grade. However, if a student misses a class without an excuse and does not subsequently show mastery or makes up any missed assignments within a reasonable period of time, the teacher may lower the student's grade for nonperformance.

Academic achievement is reported using the following scale:

A (90-100%)	Outstanding Achievement	4.0 grade points
B (80-89%)	Above Average Achievement	3.0 grade points
C (70-79%)	Average Achievement	2.0 grade points
D (60-69%)	Below Average Achievement	1.0 grade points
F (0-59%)	Little or No Achievement	0.0 grade points

Each student's cumulative grade point average (GPA) is calculated by using the grade points assigned to each letter grade. The grade points are totaled and divided by the number of courses/subjects completed.

Grade Reporting

To provide parents an opportunity to be involved in the educational process, report cards and progress reports are issued according to the following schedule:

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

Parents are encouraged to utilize their Parent Portal account on AERIES (accessed through the Madera Unified School District website) to see current grades and monitor their student's progress more closely. Parents will also have the opportunity to meet with their child's teacher(s) to discuss grades and strategies to improve their child's performance. Parent-Teacher conferences may be scheduled for students who are at risk of failing a class/subject, or at risk of retention.

Homework Policy

Relevant and meaningful homework assignments contribute toward building responsibility, self-discipline and life-long learning habits, and directly influences a student's ability to meet academic standards. Homework, whether assigned to be completed individually or with a group of students outside of the classroom setting, can include working on a specific assignment or project, reading for knowledge or pleasure, or studying for a test. Homework will be assigned when necessary to:

- Give students the opportunity to practice, reinforce, or review skills learned in class. (*Note*: If a student was not present for the lesson, the teacher may decide not to assign the homework to avoid confusion.)
- Extend learning beyond the classroom.
- Enable students to complete unfinished class assignments.
- Teach and reinforce a positive work ethic.

Homework assignments will be reasonable in length and appropriate to the grade level and course. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. For students with disabilities, homework will be assigned in accordance with their individualized educational program (IEP) or Section 504 plan. For days when no assignment is given, students should read at least 30 minutes.

Although it is the student's responsibility to undertake assignments independently, parents may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete homework, the teacher will notify the student's parents as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Physical Education

As required by the State of California, students will participate in physical education (P.E.) beginning in the 1st grade. No standardized uniforms are required. However, to prevent any health or safety hazard, all students are expected to wear tennis shoes or soft rubber-soled shoes -- dress shoes, shoes with a heel, or flip flops are not permitted.

A student who is ill may be excused from participation for the day if a note from the parent is provided. A doctor's note is required to excuse a student from participation for three or more consecutive days. All notes must be turned in to the teacher and the front office. Students will be given an alternative assignment while not participating in any P.E. activities.

INSTRUCTIONAL SUPPORTS

Title I

LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards. Schools enrolling at least 40 percent of children from low-income families are eligible to use Title I funds for schoolwide programs designed to upgrade their entire educational programs to improve achievement for all students, particularly the lowest-achieving students. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities. Under Title I, LEAs are required to provide services for eligible private school students, as well as eligible public school students. In particular, section 1120 of Title I, Part A of the ESEA, requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school. For additional information on services to eligible private school children, see the

U.S. Department of Education Office of Non-Public Education website. For more information, please visit: http://www2.ed.gov/programs/titleiparta/index.html.

Library

Each student is required to return a signed permission slip before a library book can be checked out. In the event a library book is lost or damaged while checked out by the student, the parent will be responsible for the book's replacement cost. Parents should remind their students to take good care of all books borrowed from the library.

Textbooks and Other School/District Property

Textbooks and other school/district property (*e.g.,* chromebooks, library books, school supplies) may be issued to students at the beginning of the school year or semester, and must be returned at the end of the school year or when requested by the school. Each student is responsible for the proper care of items loaned to them by the school, and parents will be responsible for any lost or damaged school/district property. If any item is stolen, the student should immediately report it to the administrator.

The school may withhold grades, diploma, or transcript from the student and parent if the student willfully damages any school/district property, or willfully does not return school/district property loaned to the student upon demand, until restitution is paid.

Internet Use

Madera Unified School District's Acceptable Use Policy outlines the rules governing student and employee use of District and school data communication networks, the intranet, and internet safety, and provides education about appropriate online behavior, including interacting with other individuals on social media networking sites, and cyberbullying awareness and response. This policy includes the use of computers in class (Chromebooks and iPads), computer labs, and the library. All students must submit an Acceptable Use Agreement signed by a parent in order to use any technological resources on campus.

Field Trips

Academic field trips are meant to supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. They are to be conducted in connection with the adopted course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co-curricular activities.

Field trips may also be intentionally planned to incentivize appropriate behavior and academic progress during the school year. For these trips, students that do not meet the established criteria (*e.g.,* grades, behavior, attendance) will not be eligible to attend.

Participation Guidelines

Before a student can participate in a school-sponsored trip, parent permission slips must be signed and returned to the school. All school rules apply on school-sponsored field trips. Violations of any school rules will be dealt with the same way as if the infraction had occurred on campus. If a student is suspended during the time frame of a scheduled field trip, that student is not eligible to attend the trip. Administration may also exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

Volunteeres/Chaperones

All volunteers that will be supervising a group of students must be fingerprinted, cleared through Megan's Law, and sign a chaperone form. To maintain student safety during a field trip, a student's siblings and/or other family members are not permitted to accompany the chaperone. Additionally, anyone who is NOT cleared by the office as a volunteer/chaperone will NOT be allowed to have contact with students at any time during a field trip.

A parent chaperone who wishes to transport their student home from a field trip, must complete an "Authorization to Transport" form 24 hours in advance; otherwise, the student will return to the school on the school bus.

Sports/Athletics

MULES is an acronym for Madera Unified League of Elementary Sports and is geared towards elementary school students in the 5th and 6th grades at the city schools as well as 5th, 6th, 7th, and 8th grades at the country schools. However, 4th graders are also included in track and field, cross country & wrestling.

The sports offered are soccer, cross country, basketball, volleyball, track and field, flag football, cheer, and wrestling. Each sport is divided by seasons, allowing 5 to 6 weeks for each season. The games are primarily played on Fridays. The schools are separated into the 3 divisions listed below to help in running the end of the season tournaments successfully and efficiently.

1. Longhorn Division: Desmond Elementary Feeders
2. Jaguar Division: Martin Luther King Jr. Elementary Feeders
3. Patriot Division: Thomas Jefferson Elementary Feeders

MULES helps build school spirit, allowing the home team's peers the opportunity to watch and cheer on their school's team.

MULES competitions provide opportunities for young athletes to learn and grow. When students participate in sports, we get the opportunity to teach them about these important character traits:

1. *Teach-ability.* No matter how much an athlete accomplishes, the athlete always has room to grow. To excel, the athlete must be eager to learn and willing to accept instruction.
2. *Integrity.* Students need to know that if they have integrity, they will be winners – no matter the outcome of the game.
3. *Perseverance.* It is important to teach students how to deal with failure in a positive way. That lesson, learned under pressure, will help prepare them to succeed in sports and many other areas of life.
4. *Respect.* It is vital that students are taught to show good sportsmanship during on-the-field battles.
5. *Self-esteem.* Sports will bring out each student's unique characteristics; it will help them discover the ways in which they are individually special.

ATTENDANCE

Attendance Policy

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents must make school attendance a priority.

Steps to follow when a student is, or will be, absent from school:

1. The parent must verify the student's absence, providing a reason for the absence. (See notification below on "Absence Verification".)
2. The student should make immediate plans to request from the teacher and do all make-up work due to their absence. IT IS THE RESPONSIBILITY OF THE STUDENT TO ARRANGE FOR MAKE-UP WORK UPON THE STUDENT'S RETURN.
3. The parent of a student who will be absent from school for five days or more should inquire about short-term independent studies.

An automated phone call will be sent to inform parents of their student's absence.

Tardy Policy

Every minute counts! When students are late, they are missing instruction or instructional activities that could prevent them from learning. In addition, when a student arrives to class late, it can be distracting to the other students and the teacher. Therefore, students are expected to be on time every day.

School begins at 8:00 AM; a warning bell will ring at 7:55 AM. Students who arrive after 8:00 AM are late. When transporting students to school, parents need to make every effort to leave early enough to account for morning traffic. Students who walk to school must leave the house in a timely manner to ensure they arrive at school on time. All late students must report to the office to obtain a pass.

Early Checkout

In order for a student to be released from school before the end of the school day, the student's parent or authorized adult must report to the school office, present a photo ID upon request, provide a reason for the early checkout, and sign a log. The student will be called to the office only when the parent or authorized adult is physically present. Students will not be released to anyone who is not listed on the emergency procedure card. These procedures are to ensure the safety of all students.

Parents are strongly encouraged not to arrange for the early checkout of students within the last 30 minutes of the school day.

Excused Absences

Once verified by a parent, a student's absence will be excused for any of the following reasons:

1. Personal illness, including an absence for the benefit of the student's mental or behavioral health
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, or chiropractic appointment
4. Attendance at funeral services for a member of the student's immediate family (limited to one day if the service is conducted in California or three days if the service is conducted out of state)
5. Jury duty
6. Illness or medical appointment of the student's child
7. Upon advance written request by the parent and the approval of the principal or designee, justifiable personal reasons including, but not limited to:
    a. Appearance in court
    b. Attendance at a funeral service
    c. Observance of a religious holiday or ceremony
    d. Attendance at religious retreats for no more than four hours per semester
    e. Attendance at an employment conference
    f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election
9. To spend time with an immediate family member who is an active-duty member of the uniformed services, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (limited to three days)
10. Attendance at a naturalization ceremony to become a United States citizen
11. Participation in a cultural ceremony or event ("cultural" means related to the habits, practices, beliefs, and traditions of a certain group of people)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school

For the purpose of the absences described above, immediate family means the student's parent, brother or sister, grandparent, or any other relative living in the student's household.

Absence Verification

Absences must be verified by the student's parent through a written note that contains the following information:

- Student's first and last name
- Student's identification number
- Date(s) of the absence or periods missed
- Reason(s) for the absence
- Parent's signature and contact information

The written note must be turned in to the school office upon the student's return to school. Absences not cleared will remain unverified.

It is important for parents and students to understand that writing a note to verify an absence does not excuse the absence. Absences are excused only if they meet the criteria listed under "Excused Absences" above; however, a doctor's note may be requested by the principal or designee when the student has been absent more than 10% of days enrolled in the school year due to illness. Absences that are not excused are marked unexcused in the student's records and can potentially lead to a SARB referral.

Truancy & Attendance Accountability

A student is considered *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that are not listed under "Excused Absences" above.

The school uses an automatic, computer-based system to generate notices to parents when students are initially classified as a truant. Students who are subsequently classified as habitual or chronic truants may lose the privilege to participate in school-sponsored activities/events and be subject to any or all of the following:

1. Required to attend Saturday make-up classes
2. Referred to the School Attendance Review Board (SARB)
3. Referred to the District Attorney

Parents of students who are classified as habitual or chronic students will be asked to work with the school site administrator to develop a written action plan to help reduce unexcused absences. Along with the student, parents will be asked to participate in the School Attendance Review Board (SARB) process. If the case is brought before the Court, the parent may be fined for their failure to insure their student's attendance at school.

Excessive Absences and Chronic Absenteeism

The parent of a student who has 6 or more unexcused absences in any one-quarter (9 weeks) will be required to contact the Attendance Office and provide additional verification for any subsequent absences, such as a doctor's note for an absence related to illness.

A student is considered a chronic absentee when the student is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Excessive absences may result in the student failing a class due to missed assignments and/or inability to show mastery of the content. They may also result in the student's loss of privileges and/or referral to SARB. Parents and students should regularly check the attendance records for any errors.

Make Up Work

Students should take the initiative to make up for missed assignments due to absences. The following provides specific guidelines based on the type of absence:

1. *School Activities.* Students must clear all school activities with their teacher(s) in advance in order to get assignments. Lists of students involved in activities will be approved and distributed to teachers (for verification purposes) by the administration, activities director or athletic director.
2. *Excused Absence.* Students will be given the opportunity to make up school work missed because of an excused absence and to receive full credit if the work is turned in by the established deadline, which is usually 1 day for every day absent from the date the student returns to school.
3. *Unexcused Absence.* Students who miss school work because of unexcused absences will be given the opportunity to make up missed work for full or reduced credit at the discretion of the teacher.
4. *Out-of-School Suspension.* If the student's absence is the result of a suspension, the teacher may require the student to complete any assignments and tests missed during the period of suspension. When a parent of a student who has been suspended for two or more days from school requests homework that the student would otherwise have been assigned, the student's teacher must provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment may not be included in the calculation of the student's overall grade in the class.

If a student is planning to be absent, homework may be requested from the teacher(s) or office staff at least 24 hours in advance. For absences longer than 5 days, parents are encouraged to call at least 72 hours in advance or request for short-term independent study if the student meets the eligibility criteria.

HEALTH & WELLNESS

Counseling Services

Counselors at the elementary schools provide social and emotional support. A referral can be made for short- to long-term support, depending on the needs of the student. Parental permission is not required for occasional visits; it is required if sessions are reoccurring, and such permission must be granted annually. Counselor schedules vary from school site to school site, so please check before contacting or visiting a counselor.

Health Services

Providing for the health and safety of our students is our first priority. 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 students in the 11th grade and those new to the District.
4. Scoliosis (curvature of the spine) screening, as needed.
5. Notification to teachers of students with significant health issues.
6. Administration of medication at school, as authorized by a student's parent and physician.
7. Medical treatments ordered by physicians.
8. Communication with physicians, parents, staff and students to prevent the spread of communicable disease and assist with sources of medical care.
9. Administration of first-aid care for injuries and illnesses occurring at school.
10. Health education, as requested.
11. Prenatal counseling, referral and follow-up care, as needed.
12. Referrals to parents about health concerns, health screening and follow-up care.

All medications are stored and administered, as authorized, in the nurse's office. Students who become ill during school hours should obtain a pass to the nurse's office before calling home.

Parents are asked to do the following to ensure the health and welfare of their students while at school and at school-sponsored activities:

1. Keep students home when ill. *(Refer to the notification on "Illness" below.)*
2. Keep immunizations up-to-date. Refer to the "Guide to immunization Requirements for School Entry" on the California Department of Public Health webpage for the Immunization Branch at https://www.cdph.ca.gov/.
3. Keep the school informed of any address and phone number changes to ensure the appropriate and authorized adults can be contacted in the event of an illness or injury.
4. Keep the school nurse informed of any changes in the student's health status.
5. Provide a doctor's note to excuse a student from P.E. participation due to health reasons.
6. Provide a written request from both the doctor and the parent when medication is required to be taken at school, specifying if assistance in administering the medication is needed or if a student may self-carry and self-administer certain types of medication. *(Refer to the notification on "Medication" below.)*
7. Contact the school nurse with any health concerns, or for referrals or assistance in obtaining medical care.

Illness

Students should not be sent to school if they have any of the following signs or symptoms:

1. *Fever (over 100 degrees).* Keep the student at home until they have not had a fever for at least 24 hours without the use of fever reducing medication (e.g., Tylenol, Motrin).
2. *Eyes that are red, swollen, crusting or draining.* The student may return to school when the eyes are clear, or a doctor's note states "non-contagious" or "under treatment."
3. *Head lice.* Students with head lice may return to school after they have been treated with an appropriate lice shampoo and there is no evidence of live lice in their hair.
4. *Vomiting/Diarrhea.* Keep the student at home until they have not vomited or had diarrhea for 24 hours.
5. *Skin rashes.* A skin rash of unknown origin or a contagious rash requires a clearance from a health care provider that states the student is not contagious and may return to school. Otherwise, the student may return when the rash has cleared.

6. Any illness that requires prescribed antibiotic treatment. The student must complete 24 hours of the treatment prior to returning to school.

If there is a reasonable suspicion that a student is ill with any of the above signs or symptoms while at school, the student will be removed from class and isolated from others, as appropriate, and the parent, or authorized adult listed on the emergency contact list, will be called to pick up the student from school. Additionally, in accordance with EC 49451, a student may be excluded from school whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease. The student will not be allowed to return to school until there is reasonable evidence to show that the contagious or infectious disease no longer exists.

Head Lice Information

Madera Unified School District operates a no live lice policy. Parents will be notified if their student is found to have live lice. Students are allowed to come back to school the next day, providing a head lice shampoo has been used. The lice shampoo needs to be repeated in 7-10 days.

Current recommendations from the Center for Disease Control and Prevention (CDC) do not support classroom wide screening. Lice do not carry any diseases, but it is important for the family to understand they still need to follow recommended procedures to address lice that may remain in the home. Bedding, clothing, upholstered furniture, including car seats, may harbor lice and nits. Thorough cleaning is required to prevent continued infestation with lice. Contact the school nurse for assistance with resources or to answer questions regarding care, or visit the CDC website at https://www.cdc.gov/parasites/lice/head/index.html.

Food Allergies/Special Dietary Needs

There are students who have special dietary needs and/or are allergic to certain foods or ingredients (e.g., peanuts, tree nuts, wheat, milk, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

Please help keep all of students safe and healthy at school by keeping in mind the following:

1. Parents are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs.
2. When a student's food allergy or food intolerance substantially limits one or more major life activities, they may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement.
4. Each school site may designate allergen-free area(s) to ensure students with allergies are safe.
5. Students should not share or exchange meals or utensils with other students.
6. Without identifying the student, the principal or teacher may notify parents of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
7. Parents are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
8. When sending food for others to consume, do not send any foods that do not have food labels.

Medication

Parents are to notify the principal and school nurse if their student is on a continuing medication regimen for a nonepisodic condition. The notification must include the name of the medication being taken, the current dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may communicate with the physician and may counsel with staff regarding possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Parents should talk to their child's doctor about making a medicine schedule that does not require the student to take the medicine while at school. However, when necessary, please follow the guidelines provided below. All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes.

Assistance with Administration of Medication

The school nurse or other designated school employee may assist a student who needs to take prescribed medication during school hours only upon written request of both the physician/ surgeon and the parent. The written request from the physician/ surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the school assist the student in matters set forth in the statement of the physician/surgeon.

Self-Carry and Self-Administration of Medication

In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/ surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and releasing the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

Delivery, Storage, and Disposal of Medication

Supply the school with all medicine the student must take during the school day, with each medicine stored in a separate container labeled by a pharmacist licensed in the United States. The container must list the student's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take. The medicine must be delivered to the school by a parent or other adult, unless the student is authorized to carry and take the medication by themselves. Except for inhalers, the student may only carry one-day's dosage. For all other medication, no more than a 30-day supply will be kept at the school. All discontinued, outdated, and/or unused medicine must be picked up before the end of the school year.

Student Accident Insurance

Medical and hospital services for students injured at school or school-sponsored events, or while being transported, is insured at the parent's expense. No student will be compelled to accept such services without the consent of a parent.

Student Accident Insurance can be purchased through Myers-Stevens during student registration and throughout the school year. Please contact the District at (559) 675-4500 ext. 272 for additional assistance.

SAFETY

Arrival/Dismissal Procedures

Students are not allowed on campus until 7:15 AM. Supervision of students will not be available until 7:45 AM; therefore, students will only be dismissed to the playground area at that time. The first bell rings at 7:55 AM, and classes begin promptly at 8:00 AM.

Students may not stay on campus after dismissal time unless they are enrolled in the After School Program or participating in a school sponsored activity. There is no supervision for students who remain on campus after dismissal.

If there is going to be a change in a child's normal routine after school, parents must make every effort to communicate this to their student prior to the school day and send a note to the child's teacher advising of this change. We understand that emergency situations can happen at any time and staff will do their best to relay any messages from the parent to their child. Keep in mind that it becomes more difficult to prepare the student for changes in their routine as we near the end of the school day.

Safety/Security

For security purposes, most schools lock gates at 8:00 AM and re-open for the dismissal of students at the end of the school day. Sites that have preschool on their campus will lock most gates but will need to allow access points for preschool parents.

Visitation Policy

The District's highest priority is keeping all students and faculty safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to a school, including parents, contractors, and volunteers, must report to the main office to register and receive a visitor's badge. To register, visitors will be asked to present a photo ID and their purpose for entering school grounds. The visitor's badge must be visibly displayed at all times while on school grounds and returned to the office at the end of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

Students from other schools are not allowed to be on campus during school hours without administrative permission.

Emergency Contacts

At the beginning of each year, parents are asked to verify that their contact information is still current and to provide specified information about the student's doctor, as well as a list of authorized adults (relatives, friends) who may be contacted in the event of an emergency where the parents cannot be reached immediately. Please keep in mind that, other than the parent, students will only be released to the authorized adults listed as emergency contacts.

If any changes occur during the school year, it is extremely important that the school office is notified in a timely manner. Parents may also make those changes directly through their Parent Portal account.

Emergency Procedures

In order to familiarize students and staff with proper procedures, the following drills will be conducted, as appropriate, throughout the school year: fire, lockdown, earthquake drop procedures, and bus evacuation.

Parents should prepare their children for an emergency by:

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

In the event of an emergency during the school day, the best place for the students to remain is at school. Students will be kept in a safe area until parents or authorized persons noted on the emergency contact list arrive at the school. Students not picked up will remain at school until the end of the normal school day, and will be released at that time, providing it is safe to go home. During the emergency, it is essential that the school telephone lines are available to school personnel and those providing emergency relief; therefore, the school should be called only if it is absolutely necessary. Families may tune in to the following radio stations to stay current on the situation: KMJ 580 AM (English) and KMMM 107.3 FM (Spanish).

Use of School Phones

Students are not to use the telephones in the main office except in such cases that are vital and related to school matters. Students should make all arrangements for transportation, going somewhere with a friend after school, staying for after-school activities, etc. before coming to school. School phones may be used twenty minutes after dismissal if a student has not yet been picked up.

Foggy Day Schedule

During the winter months, dense morning fog may interfere with normal bus schedules. On foggy mornings, the announcement of an initial Schedule A, B, or C delay will be broadcasted over most local radio and television stations by 6:00 AM. If your student rides the bus, their normal pick-up time will be delayed based on the schedule. Even though buses are delayed, classes will start at the usual time. School begins at 8:00 AM and all students who are not using bus transportation are expected to be at school at this time.

Plan A Bus pick-up is delayed one hour

Plan B Bus pick-up is delayed two hours

Plan C Bus transportation is completely cancelled due to extreme fog

Dress Code

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.

The dress code can be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The principal, staff, students, and parents at each school may establish additional reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities as well as to address site-specific needs.

Please refer to the District's Annual Notification of the Rights and Responsibilities of Parents and Students for the complete Dress Code Policy. The following is an easy-to-read chart that summarizes the Policy that applies to regular school activities:

Hats/Hoods/Beanies	• Prohibited inside buildings and classrooms. • Permitted while outdoors if worn to protect students from the harmful effects of the sun or when the temperature falls below 40 degrees Fahrenheit.
Shirts	• Must cover the torso. Bare midriffs, tube tops, and 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.
Shorts/Skirts	• 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	• Holes five inches above the knee must have leggings underneath. • Must cover all undergarments. • No sagging; all pants must be worn at the waist.
Pajamas	• Not to be worn at school or at school-sponsored activities, unless part of an authorized event, in which case must adhere to the Dress Code Policy.
Shoes or Other Footwear	• 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.
Piercings	• Piercings that create a safety issue are not acceptable.
Hair	• Must be clean and well-groomed.
Accessories or Jewelry	• Dark sunglasses must not be worn in classrooms, offices, or inside other buildings unless a documented, related health problem exists. • 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.

All articles of clothing, head coverings, accessories, and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. They must also not advocate or depict racial, ethnic, or religious prejudice, or other unlawful acts, or drugs, alcohol, or tobacco.

Gang-related Apparel or Paraphernalia

Gang-related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, may not be worn or displayed. Specifically, the presence of any apparel, jewelry, accessories, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, wording, or other attributes, or displayed under certain conditions or circumstances, denotes membership in or affiliation with gangs is prohibited. The following are some examples:

- 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 membership or affiliation with a gang.

When in 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.

Accountability for Dress Code Violations

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; and the student will be advised to read thoroughly the dress code as published in the District's Annual Notification. The administrator will ask the student if their copy of the referenced publication has been misplaced or lost. If so, a second copy will be provided.
2. *Second Offense:* Verbal warning and counseling; parent contact/conference; documentation of the incident; and parent and student will be advised to read thoroughly the dress code as published in the District's Annual Notification.
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.

Personal Property/Lost & Found

The school will make reasonable efforts to protect personal property, but will not assume the responsibility for any such items that are lost, stolen or damaged. Parents are strongly encouraged to label the items brought to school with their student's name – such as articles of clothing, backpacks, lunch bags/boxes, binders, umbrellas etc. Items of value, such as large sums of money, electronics, trading cards, etc., should be kept at home.

Students should claim lost items from their classroom. There is also a "lost and found" bin located in the cafeteria. Items that are not claimed by the end of each quarter will be donated to local charities.

Smartphones & Electronic Signaling Devices

Students may bring personal technology, including computers, smartphones, network access devices, or other electronic signaling devices to school. However, students may use such devices only before and after the instructional day; they must be turned off and put away during the school day. Only under the following circumstances may a student possess or use a smartphone or other electronic signaling device:

- In case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines it is necessary for the student's health or well-being.
- When it is required in a student's IEP or Section 504 plan.

Students must follow the instructions provided by teachers and other school staff in the use of personal technologies. School employees are directed to confiscate electronic signaling devices for use during unauthorized times or for improper use, including, but not limited to, use which causes disruption, invades another student's privacy, compromises the confidentiality of school records, infringes on copyrights, enables students to cheat on tests, facilitates activities in violation of the code of student conduct, or is illegal. Devices will be returned to the parent after a meeting with the administrator.

If the use of electronic signaling devices is abused and the use violates District policy or rules and regulations, the principal or designee has the right to revoke the privilege and prohibit a student from possessing such device(s) at school or school-related activities and/or impose disciplinary actions in accordance with Board policy and administrative regulation.

The school assumes no liability for personal technology, including computers, cell phones, smartphones, network access devices, or other electronic signaling devices, if such devices are damaged, lost or stolen.

Electronic Listening or Recording Device

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation is guilty of a misdemeanor. Any student in violation will be subject to appropriate disciplinary action.

Bicycles, Scooters & Skateboard

State law requires all persons under the age of 18 to wear properly fitted and fastened bicycle helmets that meet specified standards when riding bicycles, scooters, and skateboards. When a student violates this law, the student's parents could also be held liable.

For the safety and protection of students who ride bicycles, scooters, and skateboards to and from school, students must:

- Obey all traffic rules
- Walk their bicycles, scooters and skateboards across crosswalks
- Not ride bicycles, scooters, and skateboards while on school grounds
- Lock up their bicycles, scooters, and skateboards in the designated racks, using their own locks

The school assumes no liability for lost, stolen, or damaged bicycles, scooters, and skateboards. However, if anything is stolen, students should immediately notify the school office so that staff can assist with filing a police report.

Animals/Pets

Other than service animals for students with disabilities and animals used for instructional purposes by teachers, pets and other animals are prohibited from being on school property during, before, or after school hours. This is necessary to ensure the health, safety and welfare of all students and staff.

Birthday Parties

The Madera Unified School District Wellness Policy promotes healthier food consumption by students in its schools. As such, we do not encourage birthday parties at school that involve food and beverages brought in from outside of the school, especially in consideration of students with food allergies and special dietary needs. To avoid hurt feelings, invitations to birthday parties are not to be distributed at school unless the entire class is invited.

Parents should present balloons, flowers, presents, etc. to their child at home. If deliveries are made to the school, items will be held in the office until the end of the school day. This is to maintain an optimal learning environment, free of distractions.

Outside Deliveries

To maintain an optimal learning environment that is free from distractions, the school will not accept items delivered to the school -- such as balloons, flowers, presents, etc. sent on birthdays, Valentine's Day, or other special occasions. Students should also not bring these items to school as gifts for others. If they are brought to school, or left at the office by the delivery person, the items will be held in the office until the end of the school day. The school is not responsible for contacting the recipient of the item(s) nor does the school assume responsibility for any items that are lost, stolen or damaged.

Student's forgotten homework assignments, P.E. clothes, books, or money will be accepted in the main office. However, these items may only be picked up by the student during non-instructional time.

Fundraisers/Non-Authorized Sales

Students may not sell items (*i.e.,* candy, chips, drinks, food, merchandise, etc.) at school unless they are participating in a school-approved fundraiser, or have obtained prior written approval from the school administration. Violators will have their items confiscated and returned only to the parent.

CONDUCT

Behavior Expectations

Each school site and each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. It is the responsibility of the teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator and other designated employee will hold students to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, and on the school bus. Students must conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Specific behaviors are forbidden by state and federal laws and by District policy. Violations of these laws and policies may result in advising and counseling students, conferencing with parents, detention during and after school hours, loss of privileges, community service, involvement of law enforcement, placement in alternative programs, suspension, or expulsion.

The severity of disciplinary consequences depends upon several factors such as the nature or seriousness of the offense and whether the offense is a first offense. Ordinarily, suspension (and expulsion) is imposed only when other means of correction fail to bring about proper conduct, or whenever the student has committed a serious, first-time offense; or when it is also determined that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Corporal punishment will not be used. The use of reasonable and necessary force by an employee to protect oneself or students or prevent damage to District property is not considered corporal punishment.

Prevention & Intervention Strategies

The Madera Unified School District believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff will use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline will be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety of students and staff and the maintenance of an orderly school environment must be priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline in a fair and consistent manner, in accordance with the District's nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Designated staff members have received required training and certification in nonviolent crisis intervention.

Grounds for Suspension and Expulsion

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. Students may be suspended or recommended for expulsion whenever the principal/designee of the school determines the student has committed an act in violation of Education Code 48900, as listed below, and EC 48900.2, 48900.3, 48900.4, and 48900.7 in any of the schools of the District or in another district, and the act is related to a school activity or school attendance which occurs at any time including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or returning from school.
3. During lunch period whether on or off campus.
4. During or while going to or coming from a school sponsored activity.

The following are grounds for which a student may be suspended or expelled:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(a)(2) Willfully used force or violence upon another person, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

(c) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Grades 9-12 only when suspended from school. Cannot be used solely as grounds for recommendation for expulsion for students at any grade level.)

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

(o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.

(r) Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to themselves or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(t) Aided or abetted the infliction or attempted infliction of physical injury on another person.

EC 48900.2. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Grades 4-12 only)

EC 48900.3. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Grades 4-12 only)

EC 48900.4. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Grades 4-12 only)

EC 48900.7. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Discrimination, Harassment, Intimidation, and Bullying

The Madera Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55, including immigration status, and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a District school may be subject to disciplinary action up to and including expulsion.

Any student, parent, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. Complaints will be investigated and resolved through AR 1312.3 - Uniform Complaint Procedures (UCP). Information regarding the UCP can be found on the District's website at https://www.madera.k12.ca.us/Page/13865.

Sexual Harassment

Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) will be taken into account.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment even when the victim of the harassment has not complained.
4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Defining Sexual Harassment

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Examples of Sexual Harassment

Examples of types of conduct which are prohibited and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting and Investigating Allegations of Sexual Harassment

Students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. The Title IX Coordinator will offer supportive measures to the complainant and

respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

The following individual has been designated as the District's Title IX Coordinator: Prince Marshall, Assistant Superintendent of Student and Family Support Services, 1820 Howard Road, Madera, CA 93637, princemarshall@maderausd.org, (559) 416-5826. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

To review the full text of MUSD board policy and administrative regulation on sexual harassment, please click on the following links: BP 5145.7 and AR 5145.7.

Public Display 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.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (*e.g.,* nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others, which could then lead to disciplinary consequences.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat will immediately report the threat to law enforcement. The principal or designee will also notify law enforcement when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. If the student commits any of the acts described in this notification, the student will be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Property Damage

Parents may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The school may further withhold the grades, diploma, and transcript of the student until the parent has paid for the damages.

Payments must be paid by cash, cashier's check or online via Aeries. No personal checks are accepted. If the student or the parent are unable to pay for the damages, or return the property, a program of voluntary work will be assigned to the student in lieu of the payment of monetary damages.

Disrespectful, Unacceptable Language

The use of any disrespectful, unacceptable language is not conducive to a safe and secure learning environment. Students are expected to refrain from such use while on school grounds and at school-sponsored activities, just as they would be expected to do so at their place of employment in the future.

The following are types of speech/language that are considered disrespectful and unacceptable, whether spoken or written:

- Habitual Profanity – The regular and/or frequent use of expletives and/or language which is profane.
- Verbal Abuse – Also called verbal attack or reviling, is a form of abusive behavior involving the use of language. It includes, but is not limited to, language that is: countering, withholding, discounting, blocking & diverting, accusing & blaming, judging & criticizing, trivializing, undermining, threatening, name-calling, chronic forgetting, controlling, or punishing.

- Racial or Religious Slurs – Offensive words used to describe individuals of a race, a particular color, country or faith.
- Hate Speech – Language which degrades, intimidates, or incites violence or prejudicial action against another person based on that person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.
- Misogynistic Speech – Language which promotes the hatred of or violence towards women.
- Misandry Speech – Language which promotes the hatred of or violence towards men.
- Homophobic Speech – Language which promotes the hatred of or violence towards homosexuals.
- Vulgarity – Language which offends good taste and manners and is deemed to be raunchy, gross, offensive, crude, rude and/or suggestive.
- 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 – Language used in a joking manner to degrade another student.

Student Conflicts

All students are expected to seek out resources and support if they are having a conflict with another student and or adult. When conflicts are not addressed early on, they may interfere with students' mental health which could negatively impact their academic performance, attendance, and behavior. In severe cases, these conflicts may lead to unsafe and violent behaviors. To prevent conflicts from escalating and to help maintain a positive school climate and culture in our schools, students strongly encouraged to take the following steps:

- Let staff know when feeling unsafe, threatened, or harassed. Incidents can also be filed by completing and submitting a Constituent Concern form, or reported anonymously through STOPit, using the access code (all in lowercase): maderausd.
- 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."
- Do not 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 the school counselor. The counselor can provide additional suggestions, meet with the other student, or arrange a meeting for all the students involved in order to solve the problem in a safe and non-confrontational manner.
- Do not encourage violence by using words or actions to instigate a fight, or aiding or abetting another student during the fight.
- Move away from an ongoing verbal or physical conflict so as not to interfere with staff efforts to prevent or stop the conflict. Recording, moving towards a conflict, and/or encircling the participants prevent staff from maintaining a safe environment and poses a risk to student safety which may result in a disciplinary response.

Bus Conduct

Initial approval is required for first-time bus riders to and from school. Form #86 must be filled out and turned in to the office prior to the student's first transport on the school bus. Any questions relating to transportation can be directed to the Madera Unified Transportation Department at (559) 673-2288. Bus routes and times can also be found on the District's website.

All students in kindergarten must have a parent or responsible adult to receive the child at the bus stop. A responsible sibling under the age of 18 may receive the child if written permission from the parent has been submitted to the school office.

It is a privilege to ride the school bus and appropriate behavior is expected at all times. When a student violates a district bus regulation, the bus driver will report the incident to the principal. Student and parent contact will be made. If a student receives multiple citations, the student may be suspended from riding the bus for a specified period of time or possibly lose bus riding privileges for the remainder of the year.

Any place around a school bus can be dangerous. It is safe to assume that if you cannot see the driver, the driver cannot see you. Please review the danger zones in the diagram above.

Violations include, but are not limited to:

- Not following proper bus procedures

- Refusing to wear a seatbelt, if the bus is equipped
- Leaving the seat while the bus is in motion
- Putting any part of the body out of the bus
- Eating, drinking (other than water), or chewing gum on the bus
- Having dangerous objects on the bus
- Being defiant or needing constant correction
- Fighting
- Damaging or defacing the bus
- Using profanity/vulgar language or making offensive gestures
- Making unnecessary noise or commotion

Loss of Privileges

In order to encourage high standards of student conduct and behavior in conformity with applicable state laws, District policies and regulations, and school rules, the principal may deny a student participation in privileged activities, placing them on a "Loss of Privilege" list. Generally, loss of privileges could be the result of the student's unsatisfactory academic performance, repeated or severe misconduct, excessive absences/tardies, and/or failure to return school/district property loaned to the student. Privileged activities include, but are not limited to, any extracurricular activity that is not related to the regular classroom, does not occur during class time, is not graded, and is not offered for credit. Specifically, for purposes of the current school year, privileged activities include dances, rallies, recreational trips, reward trips, fundraising events and graduation/promotion ceremonies or activities.

Unless otherwise expressly stated in BP 5127 – Graduation Ceremonies and Other Privileged Activities, eligibility for and loss of the privilege of participating in District extracurricular and cocurricular activities is governed by BP 6145 – Extracurricular and Cocurricular Activities.

Refer to the MUSD Annual Notification of the Rights and Responsibilities of Parent and Students for more details regarding loss of privileges under the following areas:

- Suspensions, Recommendations for Expulsion, and Suspended Expulsion Orders
- Failure to Return District Property
- Failure to Pay a Lawfully Imposed and/or Agreed Upon Financial Obligation
- Notice of Privilege Revocation
- Appeal of Decision to Revoke Privileges

PARENT INVOLVEMENT

Home-School Communication

It is a goal of the District to engage parents in meaningful interactions with the school as it supports a partnership among staff, parents, students, and the community to improve student academic achievement. Parents will be informed of student- and school-related matters through parent-staff conferences; individualized and/or automated phone calls, emails and text messages; postings on the district or school websites and social media accounts; and/or letters. To ensure that information is provided to parents in a timely manner, please make sure that the school has the most current phone number(s), email address, and mailing address on file. Students and parents may also monitor up-to-date student progress, attendance, and other important information through AERIES, the District's student data system.

Parents may communicate with staff by phone, via email, ParentSquare, or in person by appointment. Please note that phone calls will not be transferred to the classroom during instructional time. Any messages sent to staff or left on voicemail will receive a response within a 48-hour period. Messages for students from their parents will only be delivered during instructional time if the matter is of EXTREME emergency or great urgency.

ParentSquare

ParentSquare is a safe and secure communication tool used to share important, urgent, and vital information with parents, teachers, students, and staff. It offers a multitude of tools that allows the District, school administrators, and teachers to communicate with families and students more effectively, including communicating in parents' preferred language. Parents, who have not already done so, are encouraged to activate and access their accounts through the ParentSquare app (available free on the Apple Store or Google Play Store). For more information, contact a school administrator.

Addressing Concerns
Parents who have concerns regarding student- or school-related matters are asked to take the following steps until they are satisfied with the resolution:

1. Address the concern directly with the student's teacher, or appropriate staff member
2. Bring the concern back to the student's teacher, or appropriate staff member
3. Bring the concern to the attention of the site administrator
4. Refer to the appropriate complaint procedure provided on the District's website at https://www.madera.k12.ca.us/Page/13865

Classroom Observations and Parent-Teacher Conferences

It is important for parents and family members to be involved in, and to support, the education of their students. The following guidelines are for parents who would like to observe their student in the classroom and/or to request a meeting with their student's teacher(s).

Classroom Observations
Arrangements for classroom observations must be made with the teacher at least 24 hours in advance – no unannounced visits will be permitted. To minimize interruptions and distractions during instructional time, and to ensure the health and safety of students, classroom observations may not last longer than 20 minutes per visit unless prior agreement has been made with site administration. The teacher or principal may also limit the number of observations that a parent can make.

During a classroom observation, the parent may not interact with any student or the teacher unless the interaction is initiated by the teacher. The principal or designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise. A follow-up meeting with the teacher or principal may be scheduled as needed to address any questions or concerns.

On the day of the observation, the parent must follow the rules and procedures for visiting the school campus, including signing in at the front office and providing proof of identification. The use of any electronic listening or recording device in the classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation is guilty of a misdemeanor.

Parent-Teacher Conferences
There are several scheduled opportunities where parents may speak with teachers and other staff regarding their child's progress in school – such as Back-to-School Night and Open House. However, to schedule a parent-teacher conference outside of those events (whether in-person, virtually, or via the phone), parents must make the arrangements with the teacher by contacting them directly, sending a note with their student to give to the teacher, or leaving a message for the teacher with the main office. Please allow the teacher 48 hours to respond to a request. Parents requiring an interpreter for the meeting should also give the teacher reasonable notice to make the appropriate arrangements with the principal or designee.

Parent-teacher conferences are typically held before or after school to prevent interruptions to instructional time and learning. Parents should not simply show up at the school with the expectation to meet with the teacher, especially on early release days since teachers are required to attend meetings and engage in professional development activities during that time. In order to make the meeting as productive as possible, it is recommended that siblings do not attend conferences.

Volunteers

Volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. Parents and other members of the community are encouraged to share their time, knowledge, and abilities with students. Volunteers must act in accordance with District policies, regulations, and school rules. Volunteers may not bring siblings and other younger children, who are not enrolled in school, into the classrooms.

In order to volunteer at school, a volunteer must have on file with the school a certificate showing that they have submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If a volunteer is to work directly with students while not under the direct supervision of a credentialed employee, they must obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. Contact the principal for more information on how to serve as a volunteer at the school.

Parent Committees

Parents are encouraged to become involved in activities at the school and can support the school in a number of ways. We have parent clubs, School Site Councils, and English Language Advisory Committees. Please attend a parent club meeting to learn more about involvement. If your child's school does not have a parent club, please contact your child's teacher. Please note that a volunteer that is on campus on a recurring basis requires fingerprinting to be completed.

Parent Teacher Association (PTA) or Parent Club
The PTA or Parent Club is made up of parents, teachers and other staff members who are interested in enhancing and supporting the educational experience for all stakeholders. It aims to keep parents informed of school and District news, encourage parent and community involvement through activities planned throughout the year, provide volunteers at school-related events, and raise funds through membership dues and fundraising activities for programs and activities that benefit students. Everyone is encouraged to become a PTA or Parent Club member and get involved! For more information, contact the school office.

School Site Council
The SSC is a decision-making group consisting of the principal, parents, teachers, and other staff. Members of the SSC are elected by their peers, and there must be parity in numbers between school members and parent members. The goal of the committee is to develop and approve the school plan and budget, as well as evaluate the effectiveness of the instructional program. Meetings are open to everyone, but only the elected members of the SSC may vote on agenda items. Contact the principal for more information.

English Language Advisory Committee
Each California public school with 21 or more English learners must form an English Language Advisory Committee (ELAC), and those with 51 or more English learners must form a District English Language Advisory Committee (DELAC).

The ELAC is comprised of elected parents, staff, and community members, and is responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Increasing parents' awareness of the importance of regular school attendance.
- Electing at least one member to the DELAC. (Districts with 31 or more ELACs may use a system of proportional or regional representation.)

The DELAC is comprised of elected parent representatives from each school site who advise the Governing Board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents.
- If the DELAC acts as the English learner parent advisory committee under EC 52063(b)(1) and 52062(a)(2), review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Parent Workshops

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

Title I Parent Involvement Policy

A written Title I parental involvement policy has been developed with input from parent surveys, school site council, and parent teacher association. The policy, including the School-Parent Compact, is distributed to parents of Title I students through enrollment packets and in this document. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program
The following practices have been established to involve parents in the Title I program:

- 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 ParentSquare message and a flyer advising them of the different Title I meetings that are available for them to attend.
- 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 ParentSquare 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 administration, and teaching staff provide parents this information during Back-to-School Night, Parent/Teacher Conferences, Open house, and in the Parent/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 information and input, the school is always ready to accommodate the parent's needs. These meetings can be one-to-one, small groups, or in a large group setting.

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

School-Parent Compact

The school distributes 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 School-Parent Compact, along with the Title I parental involvement policy, is distributed to parents of Title I students through enrollment packets and in this document.

Building Capacity for Involvement

The school 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 materials and training to assist Title I parents in 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 on how to work with parents as equal partners.
- 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, where provided: Back to School Night, Open House, 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. SSC and ELAC meetings are held 4-5 times throughout the year. Parents are notified in their language via monthly calendar and school flyers. Parents are encouraged to attend meetings and workshops to learn how to assist their children in being successful in school. All information shared with parents is provided in English and Spanish.

Accessibility

The school 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, ParentSquare messages, school flyers, marquee postings, and agenda postings are a few of the methods used by the school to extend an invitation to attend. Translators are provided for parent/teacher conferences, SSC and ELAC meetings, SST's, and IEPs as needed.

School-Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes 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.

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 School-Student-Parent Compact is distributed through the Parent/Student Handbook issued to every student at the beginning of the school year or at the time of enrollment. The Compact is reviewed and edited at the end of every school year to reflect parent input and revisions.