

MADERA UNIFIED SCHOOL DISTRICT



ANNUAL NOTIFICATION OF THE RIGHTS & RESPONSIBILITIES OF PARENTS & STUDENTS

2025-2026

WE BELIEVE MADERA UNIFIED

2025-2026 CALENDAR

JULY 2025						
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HOLIDAYS	
Jul	4 Independence Day (Observed)
Sep	1 Labor Day
Nov	11 Veterans' Day
Nov	27 Thanksgiving Day
Nov	28 Board-Declared Holiday
Dec	24 Board-Declared Holiday
Dec	25 Board-Declared Holiday
Dec	31 Board-Declared Holiday
Jan	1 Board-Declared Holiday
Jan	19 Martin Luther King Jr. Day
Feb	9 Lincoln's Day (Observed)
Feb	16 President's Day (Observed)
Apr	3 Board-Declared Holiday
May	25 Memorial Day
Jun	19 Juneteenth
THANKSGIVING BREAK	
November 24 – 28, 2025	
WINTER BREAK	
December 22, 2025 – January 9, 2026	
SPRING BREAK	
March 30 – April 3, 2026	

ATTENDANCE PERIODS		
Period		# Days
1	08/07/25 – 08/29/25	17
2	09/01/25 – 09/26/25	19
3	09/29/25 – 10/24/25	19
4	10/27/25 – 11/24/25	18
5	12/01/25 – 12/19/25	15
6	01/13/26 – 02/06/26	18
7	02/09/26 – 03/06/26	17
8	03/09/26 – 04/10/26	19
9	04/13/26 – 05/08/26	20
10	05/11/26 – 06/05/26	18
Annual Total		180

FIRST SEMESTER		
1st Qtr.	08/07/25 – 10/10/25	45 days
2nd Qtr.	10/13/25 – 12/19/25	44 days
SECOND SEMESTER		
3rd Qtr.	01/13/26 – 03/21/26	45 days
4th Qtr.	03/24/26 – 06/05/26	46 days

NON-SCHOOL DAYS
July 1 – August 6, 2025
FIRST DAY OF SCHOOL August 7, 2025
LAST DAY OF SCHOOL June 5, 2026
INSTITUTE DAYS (no students) August 5, 2025 January 12, 2026
SAP DAYS (no students) August 4, 2025 October 6, 2025 February 23, 2026 May 22, 2026
TEACHER DAY (no students) August 6, 2025
GRADUATE PROFILE (no students) March 23, 2026

SUPERINTENDENT'S MESSAGE

August 2025

Dear Parent(s) or Guardian(s)

Each school year offers a new chance to reignite an educational journey that transforms the lives of our students intellectually, socially, and personally. While the full recovery from the pandemic continues, our momentum is strong and hopeful.

This year, we're proud to offer joyful, well-rounded elementary learning experiences that reflect the care and quality of a private education in our public schools. Our elementary students will continue to benefit from weekly enrichment in music, art, STEM, PE, and library/dramatic literacy time. In our middle and high schools, students will again enjoy a seventh period, while teachers gain extra planning time to ensure instruction is engaging and effective. At MTEC, 8th graders are preparing for high school with more confidence than ever in a tremendously rich project-based, real-world inquiry that brings their subject matter to life. Modernizing our educational programs to achieve the MUSD Graduate Profile puts us firmly in the 21st century!

Our **Graduate Profile** is our promise to prepare students for a future we can't fully predict. By developing critical thinkers, communicators, and collaborators, we're helping students learn how to learn for life. As an example, every member of the Class of 2025 completed the Senior Showcase in order to graduate—a meaningful milestone in their personal and academic growth. The high school teachers who led this work alongside their administrators set an even higher standard than we dared to dream! With all we learned through this experience, we see even better results in years to come. Our Senior Showcase was a high watermark of district pride where all our teachers saw the value of their investment in students from the beginning to the end of their journey. Madera Unified truly felt UNIFIED and that level of success fuels our fearless drive to continuously improve!

Success in today's world requires a team effort. Every staff member is a **Student Champion**—committed to uplifting students with kindness, fairness, dignity, and respect. This vision is taking hold at every level of our district, and the results are showing. Academic growth is up, behavioral issues are down, and we're experiencing an even higher level of historic achievements in arts, athletics, and Career Technical Education. Last April brought undeniable proof when Madtown Robotics came back from Houston's international competition with a third World Championship!

All of this and so much more is available to your students in our schools. You will find dynamic cultures and staff ready to greet and support our families with a wide range of services. We are doing all we can to uplift the entire community of Madera and by ALL we mean EACH student and family. Please join us as partners so together we can help your students have the educational experiences that shape the next generation of your family in this new and exciting century!

Please use this handbook as a guide, and know we are deeply grateful for your continued partnership.

You will find the most updated information on our website at <https://www.madera.k12.ca.us/> and we ask you to carefully consider all the district communications we send out. 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.k12.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 for 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



Todd Lile
Superintendent

Board of Trustees
Ray G. Seibert, President

Ruben Mendoza, Clerk
Nadeem Ahmad

Israel Cortes
Gladys A. Diebert

Joetta Fleak
Lucy Salazar

WE BELIEVE

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



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.



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.

INTRODUCTION

In compliance with the requirements of Education Code (EC) section 48980, this Annual Notification contains important information regarding state and federal laws and policies and procedures of the Madera Unified School District that will assist parents (which include legal guardians, students 18 years or older, and other individuals holding educational rights) in navigating through the school system and that promote school and family partnership to positively impact students' educational outcomes. In addition to the information provided in this document, parents may access the District website at <https://www.madera.k12.ca.us> to address specific concerns and questions. Board policies and administrative regulations referenced in this document may be accessed by clicking on the applicable links provided, or accessed through the "Board Policy" link under the "Board" tab on the District website.

Please take the time to review the information provided in this document and keep it for reference during the school year. You were asked to confirm the acknowledgement of receipt during the Data Confirmation process. You were provided a link to access an electronic copy or an option to download the document. If you would like a hard copy of the document, please see the front office staff at your child's school site or contact Student Services. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school for assistance.

KEY TO ACRONYMS

AR	Madera Unified School District Administrative Regulations
BP	Madera Unified School District Board Policy
BPC	California Business and Professions Code
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
EC	California Education Code
GC	California Government Code
HSC	California Health and Safety Code
LC	California Labor Code
MUSD	Madera Unified School District
PC	California Penal Code
USC	United States Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code

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 May Moua at maymoua@madera.usd.org, Anthony Catalan at anthonycatalan@madera.usd.org, and Carry Gassett at carrygassett@madera.usd.org or at (559) 675-4500; Title IX Coordinator – Prince Marshall, Assistant Superintendent of Student and Family Support Services, princemarshall@madera.usd.org, (559) 416-5826; Section 504 Coordinator – Rebecca McHaney, Director of Special Services at rebeccamchaney@madera.usd.org or (559) 416-5845.

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EQUITY & ACCESS

Nondiscrimination in District Programs and Activities

5 CCR 4900-4965; EC 200-262.4; (BP 0410)

The Madera Unified School District is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decision-making, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources. The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or District on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of EC 51204.5 and 60040, unless such study would violate EC Code 51501 or 60044.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Nondiscrimination/Harassment

EC 200-262.4; (BP 5145.3)

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the District's academic, extra-curricular, and other educational support programs, services, and activities. As such, the District's nondiscrimination/harassment policy applies to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent enacting policies and procedures that govern the District. Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation will be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in EC 48900.4. Any employee who permits or engages

in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The Board prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination:

- May result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above.
- Occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.
- Includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students. The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee facilitates students' access to the educational program by publicizing the District's non-discrimination policy and related complaint procedures to students, parents, and employees. In addition, the District's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information are posted on the District's website in a manner that is easily accessible to parents and students, in accordance with law and the accompanying administrative regulation.

A record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, is maintained to enable the District to monitor, address, and prevent repetitive prohibited behavior in district schools. The implementation of the District's nondiscrimination policies and practices is also regularly reviewed and, as necessary, actions are taken to remove any identified barrier to student access to or participation in the District's educational program. After each review, findings and recommendations are reported to the Board.

Title IX: Sex Equity in Education Act

20 USC 1681-1688; EC 221.61, 221.8

Title IX of the Education Amendments of 1972 is one of several

federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the District’s educational programs and activities. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students in Madera Unified have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the school’s athletic director as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
6. Access to the District’s compliance officer to answer questions regarding gender equity laws.
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to get information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if discrimination, or unequal treatment, on the basis of sex has occurred.
9. Pursue civil remedies as a result of discrimination.
10. Be protected against retaliation for filing a discrimination complaint.

The following personnel has been designated to address questions and complaints regarding the District’s nondiscrimination policies specific to Title IX: Prince Marshall, Assistant Superintendent of Student and Family Support Services, 1820 Howard Road, Madera, CA 93637, princemarshall@maderausd.org, (559) 416-5826. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures, as described in this section. For more information regarding Title IX, please visit <https://www.madera.k12.ca.us/>. Additional resources can be found at:

United States Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: (800) 421-3481

Fax: (202) 453-6012

TDD: (800) 877-8339

Email: OCR@ed.gov

[OCR Complaint Form](#)

California Department of Education

Office of Equal Opportunity

1430 N Street, Room 4206

Sacramento, CA 95814

Telephone: (916) 445-9174

Fax: (916) 324-9818

Email: oeoinfo@cde.ca.gov

[CDE Complaint Procedures](#)

California Interscholastic Federation

4658 Duckhorn Drive

Sacramento, CA 95834

Telephone: (916) 239-4477

Fax: (916) 239-4478

[Equity Grievance Procedures](#)

Sexual Harassment

5 CCR 4917; EC 231.5, 48900.2; (BP 5145.7, 5145.71)

The Governing Board is committed to maintaining a safe school environment that is free of harassment and discrimination. Sexual harassment at school or at school-sponsored or school-related activities targeted at any student by anyone 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. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

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

Reporting and Investigating Allegations of Sexual Harassment

A student or parent who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any school 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.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator will assess whether the conduct may create or contribute to the creation of a hostile school environment or other form of sexual harassment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint will be investigated and resolved in the same manner as if the prohibited conduct occurred at school or school-related activity.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures or BP/AR 1312.3 – 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.

To review the full text of MUSD board policy and administrative regulation on sex discrimination and sex-based harassment, please click on the following links: [BP 5145.7](#) and [AR 5145.7](#). A copy of the written policy on sex discrimination and sex-based harassment is included in school and District publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in

grades 9 through 12 has the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

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, as described in this section.

Married, Pregnant and Parenting Students

34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205; (BP 5146)

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. (*Note:* For school-related purposes, a student under the age of 18 years who enters into a valid marriage has all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.) Madera Unified School District supports married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children in the following ways:

1. The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. The District will provide this Annual Notification to all pregnant and parenting students as part of the "Welcome Packet" and/or "Independent Study Packet" to ensure that pregnant and parenting students are notified of the rights options available to them under the law.
3. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.
4. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students who voluntarily participate in an alternative education program, such as the Cal Safe Program, must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program. For information regarding the Cal Safe Program for pregnant and parenting teens, call (559) 675-4490.
5. A pregnant or parenting student may remain enrolled for a fifth year of instruction to complete high school graduation requirements if the District determines that the student cannot reasonably complete those requirements in time to graduate by the end of the fourth year of high school.
6. If required for students with any other temporary disabling condition, the District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that they are physically and emotionally able to participate, or continue to participate, in the regular education

program or activity.

7. The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of these reasonable accommodations and will be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
 - a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
 - b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
 - c. Access to a power source for a breast pump or any other equipment used to express breast milk
 - d. Access to a place to store expressed breast milk safely
 - e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child
8. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of their child, including absences to care for a sick child.
9. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.
10. Specific to parental leave:
 - a. No student is required to take all or part of the parental leave.
 - b. A student on parental leave cannot be required to complete academic work or other school requirements but has the right to make up work missed upon return to school.
 - c. The student has the right to return to the school and course of study in which they were enrolled before taking parental leave.
 - d. The District's Supervisor of Attendance will ensure that absences from school, as a result of the parental leave, are excused until the student returns to school.

A student cannot be penalized for exercising the rights listed above. A complaint of noncompliance by the District can be filed through the Uniform Complaint Procedures, as described in this section.

Safe Place to Learn Act

EC 234, 234.1; (BP 5131.2)

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.

The policy addressing discrimination, harassment, violence, intimidation, or bullying are posted in all schools and offices, including staff lounges and student government meeting rooms. The posting provides information to students, parents, employees, members of the Governing Board, and the general public on how to file a complaint at the school, the process for investigating complaints, and all applicable timelines. Generally, 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 will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the CDE webpage: <https://www.cde.ca.gov/lr/ss/se/bullyingprev.asp>.

Anti-Bullying Policy

EC 234.1, 234.4, 46600; (BP 5131.2)

The MUSD Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. Accordingly, the policy applies to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the District. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in bullying or retaliation related to bullying will be subject to disciplinary action, up to and including dismissal.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Acts of bullying that constitute grounds for suspension or expulsion, and the right for a victim of an act of bullying to transfer to another school through the intradistrict or interdistrict process, must meet the criteria specified under EC 48900(r). Under EC 48900(r), "bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in EC 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student(s) in fear of harm to their person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

Students and staff are expected to immediately report incidents of bullying to the principal or designee, even if the report needs to be made anonymously. Any complaint of bullying will be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint Procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee will inform the complainant and take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, the student's parents will be informed that the student may transfer to another school. Upon request by the parent, the transfer will be allowed in accordance with law and district policy on intradistrict or interdistrict transfer, as described under the section on "School Attendance" in this document.

Hate-Motivated Behavior

EC 200-262.4, 48900.3, 48900.4; PC 422.55; (BP 5145.9)

The MUSD Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. The District will implement strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur. Any student who engages in hate-motivated behavior 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.

Prevention and Intervention Strategies

Students will be provided with age-appropriate instruction that:

- Includes the development of social-emotional learning
- Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
- Explains the harm and dangers of explicit and implicit biases
- Discourages discriminatory attitudes and practices
- Provides strategies to manage conflicts constructively

As necessary, counseling, guidance, and support will be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Defining Hate-Motivated Behavior

"Hate motivated behavior" is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility towards a victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender

expression, or genetic information, or any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55.

A “hate crime” is a criminal act or attempted criminal act committed against a person or the person’s property because the person is, or is perceived to be, a member of a protected class.

Reporting and Investigating Allegations of Hate-Motivated Behaviors

A student or parent who believes that the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, the District’s compliance officer, or other staff member. Any complaint of hate-motivated behavior is investigated and, if determined to be discriminatory, resolved in accordance with law and the Uniform Complaint Procedures, as described in this section. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee will inform the complainant and take all necessary actions to resolve the complaint.

The MUSD board policy and administrative regulation on hate-motivated behavior can be found by clicking on the following links: [BP 5145.9](#).

Educational Equity

EC 234.7; (BP 5145.13)

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the District: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the MUSD Governing Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents’ instruction concerning a student’s care in the emergency contact information in the parents’ absence and to avoid contacting Child Protective Services unless the District is unable to arrange for care based on parental instruction. The following “know your rights” information regarding immigration-enforcement actions is provided by the California Attorney General.

Your child has the right to a free public education

- All children in the United States have a Constitutional right to equal access to free public education, regardless immigration status and regardless of the immigration status of the students’ parents.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information required for school enrollment

- When enrolling a child, schools must accept a variety of documents from the student’s parent to demonstrate proof of child’s age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of personal information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family safety plans if you are detained or deported

- You have the option to provide your child’s school with emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You have the option to complete a [Caregiver’s Authorization Affidavit](#) or a Petition for Appointment of Temporary Guardian of the Person, which may give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

- Your child has the right to report a hate crime or file a complaint to the school district if your child is discriminated against, harassed, intimidated or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children’s Justice, California Attorney General’s Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, [BCJ@doj.ca.gov](#), <https://oag.ca.gov/bcj/complaint>.

Education for Foster Youth

EC 48204, 48850 et seq., 51225.1, 51225.2; (BP 6173.1)

Foster youth means any of the following:

1. A child who has been removed from their home pursuant to WIC 309.
2. A child who is the subject of a petition filed under WIC 300 or 602, whether or not the child has been removed from their home.
3. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court’s jurisdiction in accordance with the tribe’s law.
4. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

The District’s educational liaison for foster youth is Melissa Gallardo Arias, Program Manager, at (559) 330-1023 Ext. 80402 or melissagallardoarias@maderausd.org. The role of the

educational liaison is to: (1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster youth; and (2) assist foster youth when transferring from one school or school district to another school or school district in ensuring proper transfer of records, credits, and grades.

The following link is for the standardized notice of foster youth rights posted on the CDE website:

<https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp>

The following is a brief summary of a foster youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. Right to have full and partial credits earned to be issued and accepted.
6. Right to priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder shall determine which intersession program to attend.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of foster youth.

Education for Homeless Children

42 US 11432; EC 48850 et seq., 51225.1, 51225.2; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or

train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances.

The District's educational liaison for homeless youth is Melissa Gallardo Arias, Program Manager, at (559) 330-1023 Ext. 80402 or melissagallardoarias@maderausd.org. The role of the educational liaison is to: (1) ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible; (2) assist homeless students when transferring from one school or school district to another school or school district in ensuring proper transfer of records, credits, and grades; (3) ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing; (4) assist, facilitate, or represent a homeless student who is undergoing disciplinary proceeding that could result in expulsion from the District; (5) participate in an IEP or Section 504 team meeting to make a manifestation determination regarding the behavior of a homeless student with disability; and (6) address any disputes over school selection or enrollment.

The following is a brief summary of a homeless youth's rights:

1. Right to attend either the "school of origin" or the current school of residence, and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to have full and partial credits earned to be issued and accepted.
5. Right to priority access to an intersession program. If the homeless youth moves during the intersession period, the homeless youth's educational rights holder shall determine which intersession program to attend.
6. Right to not be stigmatized by school personnel.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of homeless youth.

Unaccompanied youth who meet the definition of homeless youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

To ensure that each school identifies all homeless and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request. Notice of the educational rights of homeless youth and resources available to persons experiencing homelessness, as well as the name and contact information of the educational liaison for homeless youth, are posted on the District and school websites. The notice of education rights is also posted in the District and school offices.

Student Fees

5 CCR 4622; EC 48904, 49013, 49014; (BP 3260)

Madera Unified School District will ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to them at no cost. Students will not be required to pay a fee, deposit, or other charge for their participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. Charges by private businesses to students for services that are not integral parts of the educational program are permissible even if such services are facilitated by the District or school (e.g., school or sport pictures).

As necessary, the Governing Board may approve and impose fees, deposits and other charges which are specifically authorized by law. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socio-economic conditions of students' families and their ability to pay.

When approved by the Board, the District may impose a fee for the following:

1. Insurance for athletic team members, with an exemption providing for the District to pay the cost of the insurance for any team member who is financially unable to pay (EC 32221)
2. Insurance for medical or hospital service for students participating in field trips and excursions (EC 35331)
3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (EC 35330)
4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (EC 32390)
5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to EC 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for non-payment of the fee (EC 35335)
6. Reimbursement to the District for the direct cost of materials used by students to fabricate property they will take home for their own possession and use, such as wood shop, art, or sewing projects kept by students (EC 17551)
7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student, and an exemption is made for any student with a disability, or any student who is eligible for free or reduced-price meals, any student who is an English learner, or any student who is a foster youth (EC 39807.5)
8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (EC 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (EC 38120)
10. An adult education or secondary school community service class in civic, vocational, literacy, health, family and consumer sciences, technical, and general education, not to exceed the cost of maintaining the class (EC 51810-51815)
11. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the District's actual costs (EC 32033)
12. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent from exercising the right to receive the copies (EC 49065, 56504)
13. Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (EC 49091.14; GC 6253)
14. Food sold at school, subject to the California Universal Meals Program, free and reduced-price meal program eligibility, and other restrictions specified in law (EC 38084, 49501.5)
15. In accordance with law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that the student fails to return (EC 19910-19911, 48904)
16. Tuition for district school attendance by an out-of-state or out-of-country resident (EC 48050, 48052, 52613; 8 USC 1184)
17. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (EC 39801.5, 52612, 60410)
18. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is exempted from fees by law (EC 8211, 8213, 8252-8254)
19. Participation in a before-school, after-school, or intersession program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, or Expanded Learning Opportunity (ELO) program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the District knows the student is a homeless or foster youth (EC 8422, 8482.6, 46120)
20. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

Examples of impermissible fees include:

1. Necessary supplies/items needed by the student to participate in regular classwork (e.g., drawing paper, pens, crayons, lead pencils, P.E. uniforms)
2. Charge for textbooks or workbooks
3. A tuition fee or charge as a condition of enrollment in any class or course of instruction, a registration fee, a fee for a catalog of courses, a fee for an examination in a subject, a late registration or program change fee, a fee for the issuance of a diploma or certificate, or a charge for lodging
4. Tuition for summer school
5. A deposit to guarantee that the school would be reimbursed for loss to the District because of breakage, damage to, or loss of school property
6. Membership fees in a student body or student organization as

a condition for enrollment or participation in athletic or other curricular or extracurricular school-sponsored activities

7. Caps and gowns for students to participate in a graduation ceremony unless a student opts to purchase them to keep

The District will recover any debt owed as a result of unpaid fees lawfully imposed by the Board, but will not bill a current or former student for accumulated debt, nor take negative action (e.g., limiting or denying participation in any classroom activity, extracurricular activity, field trip, or ceremony; denying or withholding grades or transcripts) against a student or former student because of such debt. The District may withhold grades or transcripts only for debt owed as a result of vandalism or loss of District property loaned to the student. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the District will provide an itemized invoice, referencing applicable District policies, for any amount owed by the parent on behalf of a student or former student. For each payment received, a receipt will be provided to the parent. The District will not sell debt owed by a parent.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District will not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also will not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges will be investigated and resolved through the Uniform Complaint Procedures, as described in this section. If, upon investigation, the District finds merit in the complaint, the Superintendent or designee will recommend, and the Board will adopt, an appropriate remedy to be provided to all affected students and parents in accordance with 5 CCR 4600.

Uniform Complaint Procedures

5 CCR 4600-4670; EC 33315; (BP 1312.3)

Madera Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). Specifically, the UCP will be used to investigate and resolve complaints regarding the following programs and activities, some of which are described in detail in this document:

1. Accommodations for pregnant and parenting students
2. Adult education
3. After School Education and Safety
4. Agricultural career technical education
5. Career technical and technical education and career technical and technical training programs
6. Childcare and development programs
7. Compensatory education
8. Consolidated categorical aid programs
9. Course periods without educational content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as

set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance

11. Educational and graduation requirements for students in foster care, students who are experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Instructional materials and curriculum: diversity
14. Local control and accountability plan
15. Migrant education
16. Physical education instructional minutes
17. Reasonable accommodations to a lactating student
18. Regional occupational centers and programs
19. School athletic team names, mascots, or nicknames
20. School plans for student achievement
21. School site councils
22. State preschool
23. State preschool health and safety issues in local educational agencies exempt from licensing
24. Student fees
25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
26. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

The following complaints are not subject to the District's UCP but will be investigated and resolved by the specified agency or through an alternative process:

1. Child abuse or neglect. Referred to the County Department of Social Services, the County Protective Services Division or the appropriate law enforcement agency.
2. Health and safety violations by a child development program, for licensed facilities. Referred to the Department of Social Services.
3. Employment discrimination or harassment. Investigated and resolved by the District in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. State or federal law or regulation related to special education. A settlement agreement related to the provision of a free appropriate public education, or a due process hearing order must be submitted to the CDE in accordance with AR 6159.1 – Procedural Safeguards and Complaints for Special Education.
5. The District's food service program (e.g., meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses). Filed with or referred to CDE in accordance with BP 3555 – Nutrition Program Compliance.
6. Discrimination based on race, color, national origin, sex, age, or disability in the District's food service program. Filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 – Nutrition Program Compliance.
7. Sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and

misassignments. Investigated and resolved in accordance with AR 1312.4 – Williams Uniform Complaint Procedures.

Notifications

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students, employees, parents of District students, District and school advisory committee members, appropriate private school officials or representatives, and other interested parties.

The District also posts the standardized notice of the educational rights of students in foster care, students who are experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.

The District has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) where to get to a form for a state preschool health and safety issues complaint.

Investigation and Response

These uniform procedures require the complainant to submit a written complaint no later than one year from the date the alleged violation occurred. In the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint 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. A student enrolled in a public school must not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. A complaint regarding student fees or the LCAP may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Each of the Area Assistant Superintendents has been designated as the primary compliance officer for the schools under their jurisdiction to receive and investigate complaints and to ensure District compliance with law. (*See chart for "Area Assistant Superintendent – Designated Areas" at the end of this document.*) The Area Assistant Superintendent Office is located at 1902 Howard Road, Madera, CA 93639, (559) 675-4500; however, the individual contact information is as follows:

Dr. May Moua

Area Assistant Superintendent – Purple Pyramid

Phone: (559) 675-4500 ext. 246

Email: maymoua@maderausd.org

Carry Gassett

Area Assistant Superintendent – Red Pyramid

Phone: (559) 675-4500 ext. 286

Email: carrygassett@maderausd.org

Anthony Catalan

Area Assistant Superintendent – Blue Pyramid

Phone: (559) 675-4500 ext. 244

Email: anthonycatalan@maderausd.org

The appropriate compliance officer, who is knowledgeable about the laws and programs subject to the complaint, will coordinate an investigation and send to the complainant the investigation report within 60 calendar days from the receipt of the complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District will provide a remedy to all affected students and parents.

A complainant may appeal the District's investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the District's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to: <https://www.madera.k12.ca.us/Page/13865>.

Williams Uniform Complaint Procedures

5 CCR 4680-4687; EC 35186, 35292.6; (AR 1312.4)

Every school must provide sufficient textbooks and instructional materials that are in good and usable condition. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff. Each school serving grades 3 to 12 will stock, at all times, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Definitions

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by law to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course, though not later than 20 business days afterwards.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or

exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate.

Investigation and Response

Complaints must be filed with the principal or designee at the school in which the complaint arises, and may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint if they indicate that a response is requested. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed 10 working days, to the Superintendent or designee. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed 30 working days from the date the complaint was received.

Although complainants do not need to use the District's complaint form to file a complaint, a standardized complaint form may be obtained at the school's main office, or downloaded from the District's at <https://www.madera.k12.ca.us/Page/13865>. The [Constituent Concern](#) form may also be used to file a complaint.

A complainant who is not satisfied with the resolution of the principal or compliance officer may describe the complaint to the Governing Board at a regularly scheduled board meeting. If the complainant is still dissatisfied with the Board's resolution of a facility condition that poses an emergency or urgent threat may appeal to the State Superintendent of Public Instruction at the CDE. Appeals must be filed within 15 days from the date the complainant receives the District's final resolution. The complainant should provide a copy of the complaint filed with the District and a copy of the resolution, and should specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied.

On a quarterly basis, summarized data on the nature and resolution of all complaints are reported to the governing board at a regularly scheduled board meeting. All complaints and written responses are available as public records.

Reporting Incidents and Complaints

For any reporting of incidents and complaints that do not have a specific form or process specified, students and parents may use one of the following methods:

1. Completing and submitting a [Constituent Concern](#) form
2. Filing an anonymous report through [STOPit](#), using the access code (all in lowercase): madausd

ENROLLMENT OPTIONS

Residency Requirements for School Attendance

EC 48200 et seq.; (BP 5111.1)

A student may be enrolled in a MUSD school if they meet any of the following criteria:

1. The student's parent resides within District boundaries.
2. The student is placed within the District's boundaries in a regularly established licensed children's institution, licensed foster home, or a family home pursuant to a court-ordered commitment or placement.

3. The student is an emancipated minor residing within District boundaries.
4. The student lives with a caregiving adult within District boundaries and the caregiving adult submits an affidavit to that effect.
5. The student resides in a state hospital located within District boundaries.
6. The student is confined to a hospital or other residential health facility within District boundaries for treatment of a temporary disability.
7. The student's parent resides outside District boundaries but is employed within District boundaries and lives with the student at the place of employment for a minimum of three days during the school week.
8. The student's parent was a resident of California who departed the state against their will due to a transfer by a government agency that had custody of the parent, a lawful order from a court or government agency authorizing the removal of the parent, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student was enrolled in a California public school immediately before moving out of state as a result of their parent's departure.
9. The student is a homeless or foster child who remains in their school of origin.
10. The student is a migratory child or a child of a military family who continues to attend their school of origin.

A student also complies with residency requirements if their parent, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

Residency Based on Parent Employment

EC 48204(b); (AR 5111.1)

The District considers a student whose parent is physically employed within its attendance boundaries for a minimum of 10 hours during school week to have complied with residency requirements for school attendance. Once a student is deemed to have complied with residency requirements in this manner, the student may continue to attend school in the District through the highest grade level offered without having to reapply each school year as long as the parent continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week, subject to the exceptions listed below. The District will not deny admission of a student on the basis of race, ethnicity, sex, parent income, scholastic achievement, or any or any of the individual characteristics set forth in EC 220; however, the District may prohibit the transfer of a student if the District determines that the additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer, if either the District or the district of residence determines that the transfer would negatively impact its court-ordered or voluntary desegregation plan, or other circumstances exist that are not arbitrary (e.g., overcrowding of school facilities at the relevant grade level).

Proof of Residency

5 CCR 432; EC 234.7, 48204.1; (BP 5111.1)

Reasonable evidence that the student meets residency requirements

for school attendance must be provided by the parent upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records. The District will not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the District.

The District will investigate any cases where there may be reason to believe that a student's parent has provided false or unreliable evidence of residency. The investigation may be conducted by a trained District employee or a private investigator employed by the District who will truthfully identify themselves as an investigator to individuals contacted or interviewed during the course of the investigation, and may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency. The investigation will not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

If, upon investigation, the student is determined not to meet residency requirements, the parent will have 10 school days to appeal the District's decision and provide new evidence of residency. A final decision will be rendered within 10 school days of receipt of the parent's request for an appeal.

School Choice within Madera Unified

EC 35160.5, 46600; (BP 5116.1)

The parent of any student who resides within the attendance boundaries of the MUSD may apply to enroll their student in any District school, regardless of the location of their residence within the District. Decisions will follow the priority order described below, and transfers that are granted are valid for one year only. No student currently residing with a school's attendance area will be displaced by another student transferring from outside the attendance area. Unless required by law, transportation to any other school is the responsibility of the parent.

All application forms and additional information, including the list of space availability, if any, at each school, can be found at <https://www.madera.k12.ca.us/Page/16647> on the District's website under the Department of "Student Services".

Open Enrollment Transfers

Applications must be submitted online between March 1 and April 30 for the following school year. Incoming transitional kindergartners and kindergarteners must be registered at their school of residence in order to submit a request. After the enrollment priorities have been applied in accordance with BP 5116.1 – Intradistrict Open Enrollment, and if there are more requests for a particular school than there are spaces available, a random drawing will be held from the applicant pool. A waiting list will be established to indicate the order in which applicants may be accepted if openings occur prior to October 15 for TK - 8th grade and through the third week of the fall semester and then again through the third week of the spring semester for students in grades 9-12. Late applicants will not be added to the waiting list for the current year; they must wait for the open enrollment period the following school year.

Professional Courtesy

The Governing Board authorizes the Superintendent or designee to allow "Professional Courtesy" as a reason for requesting an open enrollment transfer to a school of choice for those students who are children, stepchildren, or foster children of full-time MUSD employees who receive employment benefits or Board Members of the MUSD Board.

Approval may not be granted until after the District Office has finalized the staffing plan for the next school year and has an opportunity to assess the availability of space. Applications must be submitted online during the open enrollment window – between March 1 and April 30 – for the following school year. If there are more applications than can be accommodated, then, applications are selected for approval through an unbiased lottery selection, except that renewal applications will have priority over new applications.

Intradistrict Transfers

Outside of the open enrollment period, parents may submit a request for a transfer to another school within the District through an intradistrict transfer request. Applications may be submitted beginning May 1 for the following school year, and at any time after the first two weeks of school for a transfer in the current school year. The first two weeks of school is reserved to ensure students have the opportunity to enroll in their school of residence; however, this restriction may be waived if the District is confident the school will have ample space availability.

Reasons for requesting an intradistrict transfer request include matters related to parent employment, student's medical needs, childcare needs for TK-8th grade students, and change of residence outside of the open enrollment window. For students who have been determined to have been a victim of bullying, the District will approve an intradistrict transfer unless the requested school is at maximum capacity, in which case, the District will accept an intradistrict transfer request for a different school within the District.

Applications are considered and a decision is made on a first-come, first-serve basis. Admission to a particular school will not be influenced by a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants.

Career Academy of Special Interest Transfers

(BP 5116)

Career Academy of Special Interest (CASI) is part of the Career Technical Education (CTE) Pathways offered in the MUSD. Students have the opportunity to enroll at one of the following schools that offer a specific CASI:

- Madera High School – Agriculture
- Matilda Torres High School – Engineering or Manufacturing
- Madera South High School – Transportation or Construction

Applications must be submitted on or before February 1 in the year preceding the school year of intended enrollment. No applications submitted after that date may be considered unless the application is from a student from another high school who had started a similar CTE pathway in their previous district.

To be eligible for the transfer, and continued attendance, a student must do all of the following:

- Maintain enrollment during both semesters in at least one pathway course associated with the CASI

- Maintain acceptable academic progress and credits, with a grade point average that is above a 2.0
- Maintain good attendance and not have excessive tardies
- Not have committed any act in violation of district or school rules, policies, and/or regulations

CASI transfers are valid for one year and must be renewed annually. Students who fail to reapply or whose applications were denied will be referred to their school of residence.

Voluntary Adjustment Transfers

(BP 5116)

Adjustment transfers during the school year may be initiated by students, their parents, or school staff for any of the following reasons:

1. The student is failing to make acceptable academic progress in the student's current setting.
2. The student is frequently late to school, has a history of unexcused absences or of truancy.
3. The student is failing to comply with the rules governing student conduct.
4. The student has been subjected to harassment, threats or intimidation that is sufficiently severe or pervasive to create an intimidating or hostile environment for the student.

Requests must be submitted to the Director of Student Services who has the authority to approve or deny the request based on a supportable, documented reason to believe that a transfer will significantly improve the student's performance and/or educational environment. The decision of the Director of Student Services is final.

If no established transportation service is available at the school to which the student is transferred, transportation is the responsibility of the parent.

Adjustment transfers are not permanent. The student is expected to return to their previous school of attendance at the end of the school year in which the transfer was granted, unless the Director of Student Services allows for an extension through the subsequent school year. A student's transfer may also be revoked if the student fails to maintain expected academic progress, is designated as a habitual truant, and/or commits an act in violation of the District's rules or regulations in accordance with law and policy.

Involuntary Transfers

EC 48432.5, 48662, 48929; (BP 5116.2, 6184, 6185)

A student may be transferred to another District school if the student is convicted of a violent felony, as defined in PC 667.5(c), or a misdemeanor listed in PC 29805, and is enrolled at the same school as the victim of a crime for which the student was convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the principal or designee. The Governing Board, based on the recommendations of the Superintendent and principal, or designees, will render the final decision as to whether or not to transfer the student.

A student may also be involuntarily transferred under either of the following circumstances:

1. If a high school student committed an act described in EC 48900 or has been habitually truant or irregular in school attendance, the student may be transferred to a continuation school or community day school. The decision to transfer will be provided to the parent in writing, stating the facts and

reasons for the decision, and will not be made by members of the staff of the school in which the student is enrolled at the time. The involuntary transfer may not exceed two semesters.

2. If a student is expelled from school for any reason, is referred by probation, or is referred by the School Attendance Review Board or another formal district process, the student may be involuntarily transferred to a community day school. The process will include a written notification of transfer to the student and the student's parent and an opportunity for the student and parent to meet with the Superintendent or designee to discuss the transfer.

Victim of a Violent Criminal Offense

20 USC 7912; (BP 5116.1)

A student who is determined to be a victim of a violent criminal offense while on the school grounds that the student attends has the right to transfer to another school within the District. The District has 14 calendar days to make the determination and offer the student an option to transfer. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

Persistently Dangerous Schools

5 CCR 11992; 20 USC 7912; (BP 5116.1)

Upon receipt of notification from the CDE that a District school has been designated as "persistently dangerous," the Superintendent or designee will, within 10 days, provide parents of students attending the school with notice of the school's designation and the option to transfer their students to another school. A list of other schools to which a student may transfer, and applicable timelines and procedures for requesting the transfer will be provided within 20 days, and at least 14 calendar days before the start of a new school year.

Parents who desire to transfer their child out of a "persistently dangerous" school will need to provide a written request to the Superintendent or designee and rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee will consider the needs and preferences of students and parents before making an assignment, but is not obligated to accept the parent's preference if the assignment is not feasible due to space constraints or other considerations. The Superintendent or designee will cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a District school.

If parents decline the assigned school, the student may remain in their current school. For students whose parents accept the offer, the transfer will be made as quickly as possible. The transfer will remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Alternative Schools

The following notice is required per EC 58501, and is posted in at least two places normally visible to students, teachers, and visiting parents at each school for the entire month of March in each year:

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

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

Interdistrict Permit Transfers

EC 46600 et seq.; (BP 5117)

If granted an interdistrict attendance permit, students whose parents are residents of the Madera Unified School District, may attend school in another school district. Similarly, students residing outside of the MUSD may be allowed to attend Madera's schools. The Governing Board will allow such transfers for a limited number of reasons, including:

1. To meet the childcare needs of the student, only as long as the student's child care provider remains within district boundaries.
2. To meet the student's special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel.
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.
4. To allow the student to complete a school year when the student's parents have moved out of the district during that year.
5. To allow the student to remain with a class graduating that year from an elementary, junior, or senior high school.
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year.
7. When the parent provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
8. When the student will be living out of the district for one year

or less.

9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.

The District will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer. If the District has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the District will not prohibit the transfer if the receiving district approves the application for transfer. Additionally, a student who has been determined by personnel of either the MUSD or the receiving district to have been the victim of an act of bullying will, at the request of the parent, be given priority for interdistrict attendance. The term "bullying" is defined under EC 48900(r), and a student is determined to be a "victim of an act of bullying" through an investigation of a complaint and the bullying was committed by a student in the MUSD, and the parent had filed a written complaint regarding the bullying with the school, district personnel, or a local law enforcement agency. Upon request by the parent, a receiving district must provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active-duty military parent.

Interdistrict permits are valid for one year; except that a student's existing permit may not be revoked after June 30 following their completion of the 10th grade, or during their 11th or 12th grade year. Except as described in the previous paragraph, transportation will not be provided for students attending school through an interdistrict permit.

The application and additional information to request for an interdistrict transfer from the District to attend school in another district is available at the Office of Student Services or on the District website at <https://www.madera.k12.ca.us/Page/16647> under the Department of "Student Services". For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. A denial of the request by the District may be appealed to the Madera County Superintendent of Schools within 30 calendar days from the date of denial.

SCHOOL ATTENDANCE

Compulsory Education; Importance of Good Attendance

EC 48200, 48293, 48400 et seq.

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. This applies to instruction provided in-person or via distance learning, or a

hybrid of the two instructional models; except that attendance in distance learning is defined by participation in teacher learning expectations. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. Any parent who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

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.

Exclusion from School

EC 48213; (AR 5112.2)

The Superintendent or designee may exclude a student without prior notice to the parent if the student is excluded for any of the following reasons:

1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee will send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent may meet with the Superintendent or designee to discuss the exclusion. If the parent disagrees with the decision of the Superintendent or designee, the parent may appeal the decision to the Governing Board. The parent will have an opportunity to inspect all documents upon which the District is basing its decision, to challenge any evidence and question any witness presented by the District, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Excused Absences

EC 48205; (BP 5113)

Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205 (*see full text below*). It is the responsibility of the parent to notify the school office of any absences or tardies in written or verbal form within the timeframe prescribed by the school. Written notes should include the student's name, date(s) of absence, reason for absence, and parent's signature and daytime contact number. A doctor's note may be requested by the principal or designee when a student has been absent more than 10% of days enrolled in the school year due to illness. Absences not cleared will be changed to unexcused.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.

(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.

(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

(5) For purposes of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For purposes of participating in a cultural ceremony or event.

(12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Due to the pupil's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

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

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

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

(e) For purpose of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

It is important for parents and students to understand that writing a note verifying an absence or a tardy does not excuse an absence. Absences are excused only if they meet the criteria listed under EC 48205. Absences that are not excused are marked unexcused in the student's records.

Absences due to Religious Exercises or Instruction

EC 46014; (AR 5113)

With the written consent of the parent, a student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school. Such absence will not be deemed absence in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

Confidential Medical Services

EC 46010.1; (BP 5113)

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

Absence Verification

If the absence will be for several days, a phone call on the first day would be appreciated. When a student who has been absent for one or more days returns to school, the student's parent must present an explanation for the absence. Unless verification is obtained, the student may be classified as a truant and may not be allowed to make up missed assignments/tests.

Methods that may be used to verify student absences include:

1. Written note from parent or student, if 18 or older.
2. Conversation, in-person or by telephone, between the verifying employee and student's parent.
3. Verification by a school nurse, attendance supervisor, physician, principal, teacher, or any other district employee assigned to make verification for the District.

Please note that verification of an absence does not necessarily "excuse" the absence – see the notification on "Truancy" below.

Truancy

EC 48260-48273; (BP 5113.1)

A student is classified as a *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 District 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 do not fall within EC 48205, 46010.1, 46014, and 46015, as described previously.

Schools in the MUSD use 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 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 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.

Chronic Absenteeism

EC 60901; (BP 5113.1)

A student is considered a chronic absentee when they are 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, (including suspensions from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

When a parent receives a "Chronic Absence Letter" from the school, any further absences related to illness must be verified by a physician's note.

Non-Participation in Physical Education Class

EC 51240.5, 51241; (BP 6142.7)

Non-participation in a physical education (P.E.) class for more than three days requires a written note from a physician. Non-participation in a P.E. class for three days or less requires a written note from the parent. If a student has a non-participation note from a parent, the student will still be asked to participate to the best of their ability. If the student is unable to participate in any way, the student is still expected to make up the work during missed P.E. days. An example of a make-up activity could be bookwork required to earn daily points.

Additionally, a student will be granted an accommodation in connection with any physical activity components of a P.E. class during a period of religious fasting. Students will be given an alternative assignment while not participating in any physical education activities.

The District Wellness Policy supports physical activity to reduce obesity and the development of chronic diseases such as diabetes. A “Physical Education Recommendation” form is required to be submitted for consideration of modification of participation in required P.E. classes.

Individual Instruction for Students with Temporary Disabilities

EC 48206.3-48208, 48240; (BP 6183)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student enrolled in regular day classes who has a “temporary disability” may receive individualized instruction for one hour a day, following the same calendar as regular school – meaning, vacations and holidays are observed on the same schedule. Individualized instruction is only provided to students who will be unable to attend school for longer than four weeks, and the need for individualized instruction is substantiated by a physician licensed to practice medicine in the State of California.

It is the responsibility of the parent to notify the District’s Student Services Department at (559) 416-5857. Once notified that a student has a temporary disability, the District must determine within five working days, whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made.

If a student with a temporary disability is in a hospital or other residential health facility (“qualifying hospital”), excluding a state hospital, that is located outside the school district in which the student’s parent resides, it is the parent’s responsibility to notify the school district in which the qualifying hospital is located of the student’s presence. The location of the qualifying hospital is considered the student’s place of residence during their stay there; therefore, the student will receive individual instruction by the school district in which they are temporarily residing. The school district may enter into an agreement with the student’s previous school district to have that district provide the student with individual instruction.

The District may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in their prior

school after the hospitalization has ended, or to provide a partial week of instruction at school or at home to a student who is no longer confined to the hospital setting. The total days of instruction may not exceed the maximum of five days in the combined setting, and attendance may not be duplicated. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

INSTRUCTION

School Accountability Report Card

EC 35256, 35258; (BP 0510)

The school accountability report card (SARC) is designed to provide a variety of data to allow the public to evaluate and compare schools in terms of student achievement, environment, resources and demographics. The most current SARCs (English and Spanish) may be found on the MUSD website under the “[State and Federal Programs Department](#)” and each school’s individual website.

Parents may request a hard copy of the SARC from their school site principal.

Title I Program Participation

20 USC 6314; EC 64001; (BP 6171)

Schools may operate as Title I Schoolwide if the school receives Title I funds and has at least 40 percent of the students from low-income families. All schools (except MTEC) in the Madera Unified School District meet the requirement and function as Title I Schoolwide. In order to improve the academic achievement of students from economically disadvantaged families, the District uses federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The District, and each school receiving Title I funds, has developed a written parent involvement policy in accordance with 20 USC 6318 and holds an annual Title I public meeting to inform parents of their program. Any participating school has also developed, annually reviews, and updates a School Plan for Student Achievement (SPSA), which incorporates the plan required by 20 USC 6314 for reforming the school’s total instructional program and plans required by other categorical programs.

School Site Council

The role of the School Site Council (SSC) is to develop, implement, and evaluate the SPSA, which includes strategies to increase student achievement and the allocation of categorical funds. The SSC must approve the plan and recommend it to the Governing Board for approval. The SSC will also annually review the SPSA, establish a new budget, and make necessary modifications to reflect changing needs and priorities.

Professional Qualifications of Teachers

20 USC 6312; (BP 4222, 6171)

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students’ classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Review of Curriculum

EC 49063(k), 49091.14

The curriculum, including titles, descriptions and instructional aims of every course offered are compiled and reviewed at least once annually. Information regarding K-8 curriculum is available at the school site for review upon request. Copies are available for a reasonable fee not to exceed the actual copying cost. Information regarding each course offered at the high school level can be found on the District's website at:

<https://courseguide.madera.k12.ca.us/courses>

Course Selection & Career Counseling

EC 221.5(d); (BP 6164.2)

Beginning with 7th grade, parents have the right to be notified, so that they may participate in career counseling and course selection along with their children. A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will affirmatively explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.

High School Graduation Requirements

EC 51225.1, 51225.3, 51225.31; (BP 6146.1)

Students should, upon graduation, have opportunities that prepare them for postsecondary education and career success. To that end, requirements have been designed to promote choices, whether career or academic, to give every student a springboard to a successful life. Please review the course catalog for a complete list of courses.

To obtain a diploma of graduation, students must complete the course of study prescribed by the MUSD at the high school where they are enrolled. These requirements include earning a 2.0 or above grade point average from having successfully completed a minimum of 230 credits. In addition, students must pass their Madera Unified Graduate Portfolio and Showcase to earn a diploma.

For the purpose of the remainder part of this notification, an "eligible student" is a student in foster care, student experiencing

homelessness, former juvenile court school student, child of a military family, migratory student, or newcomer student.

Coursework and Credits

Eligible students transferring out of a school shall receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student's seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school shall contact the prior school within two business days to request that the full or partial credits be issued. The prior school shall then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools shall accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools shall not require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student's education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the eligible student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California systems.

Exemption from Board-adopted Coursework

In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 ("statewide course requirements"), as well as any other course requirements adopted by the Board ("Board-adopted coursework"). An eligible student who transfers into the District or between schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school shall be exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student shall be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students shall receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption and the student shall be exempt. Any such student who at one time

qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the District’s graduation requirements.

Any complaint that the District has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the District’s Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from Board-adopted coursework requires that the student’s IEP provides all of the following:

1. The student’s IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

For more information, please contact the Special Education Administrator in the Special Services Department at (559) 416-5858.

Advanced Placement Fees

EC 52242

The District utilizes CDE grant funds to help defray the costs for advanced placement (AP) exam fees for economically-disadvantaged students. Each high school AP Coordinator meets with students in AP courses each semester to review the eligibility requirements and application process to access this financial support. Please contact the head counselor for more information.

Higher Education Information

EC 48980(k), 51229

California Community College

A California Community College (CCC) is an additional option for students who wish to continue their education after high school. The CCC system consists of over 100 colleges, with a large number of additional campus centers and classrooms throughout the state. Each college offers a diverse array of educational programs, with specializations that reflect the unique character of the local region.

A broad range of student goals can be met by the CCC, from associate degree to university transfer, from personal growth to professional training. There are many student services to help you choose your path and stay on it, including academic counseling, financial aid, and tutoring.

CCCs are required to admit any California resident possessing a high school diploma or any person over the age of 18.

For more information on college admission requirements, please refer to the following web pages:

- www.cccco.edu – This is the official website of the CCC system. It offers links to all of the California Community Colleges.
- www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

Minimum Course Requirements for UC/CSU Admission

To gain admission into the University of California (UC) or California State University (CSU) systems, a student must

complete a minimum of 15 college-preparatory courses (e.g., A-G requirements) with a grade of “C” or better. The course requirements are:

SUBJECT	CSU	UC
A History/ Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of civics or American government, AND	
	1 year of history/ social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History)
B English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD, which for the UC, cannot be completed during the senior year)	
C Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)	
	N/A	Completion of a geometry course (or integrated math courses with geometry content)
D Laboratory Science	2 years/4 semesters of laboratory science	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area	Must include at least two of the three foundational subjects of biology, chemistry, and physics; or 2 years of a 3-year NGSS integrated science model; or 1 year of biology, chemistry or physics and 1 year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines
E Language Other than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English. Courses, including American Sign Language, must be in the same language.	
F Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	

University admission requirements frequently adjust to meet the academic demands of higher education. Students should meet with their high school counselors early in the SOPHOMORE year to plan adequately for the changes in admission requirements that may be announced for the following school year.

Information about college admission requirements and high school courses that satisfy requirements for admission to UC and CSU is available at the following web sites:

- University of California www.universityofcalifornia.edu
- University of California a-g requirements <https://hs-articulation.ucop.edu/guide/a-g-subject-requirements/a-history-social-science/>
- Cal State University <https://www2.calstate.edu/>
- Early Assessment Program (EAP) <http://www.cde.ca.gov/ci/g/hs/eapindex.asp>
- Financial Aid Information – FAFSA <https://studentaid.gov/>
- California Student Aid Commission, California Dream Act Application – <https://dream.csac.ca.gov/>
- College Board (for information including SAT, PSAT, and AP testing) www.collegeboard.org
- ACT Testing Information www.act.org

Additionally, CaliforniaColleges.edu is California’s official college and career planning platform. It is a one-stop shop for all the tools students need to set goals for life after high school and make plans to achieve them. The platform also serves as a crucial component of the state’s new Cradle-to-Career (C2C) Data System tools for students and parents.

Career Technical Education

EC 51229

A Career Technical Education (CTE) program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. For more information about CTE visit: www.cde.ca.gov/ci/ct.

CTE is offered in the MUSD to provide high school students with valuable career and technical education so students can:

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

Equal access to CTE courses is provided to all students, including students with disabilities and students who are economically disadvantaged, in regard to recruitment, enrollment, and placement activities. Students are encouraged to meet with a counselor to discuss a program that will meet college admission requirements and/or enroll in CTE courses. Information regarding available CTE pathways can be found by visiting <https://courseguide.madera.k12.ca.us/cte>.

Financial Aid Application

EC 51225.7, 51225.8

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADAA) to help determine a student’s eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis.

Specifically, each 11th grade student will be advised to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform that will include, but not necessarily be limited to, material related to all of the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). The parent or student if 18 years of age or older may opt out of the requirement by filling out and submitting an opt-out form developed by the CSAC. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent or student and complete and submit an opt-out form on the student’s behalf. In meeting this requirement, counselors will meet with all 11th graders prior to the end of the school year, as well as direct students and parents to any available support and assistance services.

Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

Apprenticeship & Preapprenticeship Programs

EC 48980(n), 48980.5

Apprenticeships have the opportunity to offer students the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-job training. Registered preapprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant’s career pathway opportunities with industry-based training coupled with classroom instruction.

Students may search by county and occupation and find out about a program’s requirements (*e.g.*, minimum age, educational and physical requirements, testing, English proficiency) by visiting the website of the California Department of Industrial Relations, Division of Apprenticeship Standards.

California Proficiency Program

5 CCR 11523; EC 48412

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (*Note:* Paper-pencil tests are only available at testing centers.) Tests are offered in English and Spanish.

HiSET-Proficiency is the first test in the new CCP. To prepare for it, students can visit the HiSET Test Prep Resource webpage to access study prep materials. Also provided on the vendors’ webpages are a list of testing accommodations, test specifications, and testing locations.

Upon successfully passing the language arts and mathematics subtests, the student will earn a California Certificate of Proficiency issued by the State Board of Education, which is the same legal equivalent to a California-issued high school diploma. The student may then choose to remain in high school or exit with parent permission to begin attending higher education or start

their career. If the student exits high school, the student may also choose to take the remaining HiSET-Equivalency subtests in science and social studies to earn their [California High School Equivalency Certificate](#), which opens more doors than the Certificate of Proficiency alone.

Students must meet both of the following criteria to be eligible to take a proficiency test:

1. The student must meet one of the following:
 - 16 years of age or older, or
 - Enrolled in grade 10 for one school year or longer, or
 - Will complete one year of enrollment in grade 10 at the end of the semester during which the next regular exam will be conducted.
2. The student must be currently subject to California's compulsory education laws, which may be evidenced by one of the following:
 - Current enrollment in a California public high school; or
 - Current enrollment in a private school (registered by filing a private school affidavit with CDE, which includes students who are homeschooled); or
 - Current work permit issued by the Department of Industrial Relations Division to a student currently working in California, provided that the student is either receiving tutoring or enrolled in an independent study program to accommodate the student's work schedule.

For more information, visit the CDE website at: <https://www.cde.ca.gov/ta/tg/cp.asp>.

Acceptable Use of Technology

47 CFR 54.520; 15 USC 6501-6506, 47 USC 254; PC 313, 502; (BP 6163.4)

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.

Technological resources provided by the District are intended to be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources receive instruction in their proper and appropriate use. Staff are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

Before a student is authorized to use District technology, the student and the student's parent must sign and return the Acceptable Use Agreement. In that agreement, the parent agrees not to hold the District or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and agrees to indemnify and hold harmless the District and district staff for any damages or costs incurred.

Definitions

District technology includes, but is not limited to, computers, the District's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including

emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

District data means information maintained and processed in the conduct of district business as required by state or federal mandate and/or district procedure. Confidentiality restrictions may apply to information maintained as district data records and to all copies of those records.

District system means any computer, information system or device owned or operated by the District or operated on behalf of the District including hosted systems and services that are physically located outside the District.

Computer includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with an electronic data processor.

System administrator is the person(s) responsible for managing, maintaining or securing computers, network services, data and/or information systems.

Technology protection measure means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

Harmful to minors means any picture, image, graphic image file, or other visual depiction that—

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Compliance with the Children's Internet Protection Act (CIPA)

The District's Internet safety policy is adopted and implemented to address:

1. Access by minors to inappropriate matter on the Internet;
2. The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
3. Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
5. Measures restricting minors' access to materials harmful to them.

Use of Third-Part Educational Services

Madera Unified School District allows students to access additional third-party digital educational services. The school administrator, ensuring compliance with District data privacy agreements, authorizes the provision of student account access to specified third-party digital services and the disclosure of student data strictly as required by those services and permitted under the agreements. Additional information about these third-party services is available at:

<https://www.madera.k12.ca.us/Page/17495>

The District also provides and manages a Google Workspace for Education account for students. Google Workspace for Education is a set of education productivity tools from Google, including Gmail, Calendar, Docs, Classroom, and more, used by tens of

millions of students and teachers around the world. At Madera Unified, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st-century digital citizenship skills.

Prohibited Use

Users of the District's technology must not:

- Use the Internet for any illegal purpose, including the violation of copyright or other laws.
- Violate the rules of common sense or etiquette.
- Transmit or access any material in violation of Board Policy or any federal or state regulation.
- Use the system to threaten, intimidate, harass, ridicule, or otherwise cyberbully other students or staff.
- Access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, pornographic or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
- Use the system to encourage the use of drugs, alcohol, or tobacco.
- Promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
- Use vulgar or other inappropriate language.
- Disclose, use, or disseminate personal identification information about themselves or others including but not limited to personal addresses, phone numbers or other personal information when using email, or other forms of electronic communication; or disclose such information by other means to individuals contacted through the Internet without the permission of their parents.
- Attempt to harm or destroy district equipment or system performance.
- Attempt to harm or destroy another person's data or manipulate the data of any other user, including so-called "hacking".
- Knowingly attempt to upload or create computer viruses or other malicious software.
- Attempt to gain access to unauthorized resources or entities.
- Share passwords or use an account assigned to another user with or without their permission.
- Attempt to bypass security measures whether or not this action causes additional harm.
- Attempt to interfere with other users' ability to send or receive email; or attempt to read, delete, copy, modify another's files; or use another individual's identity.
- Use the District's system to engage in commercial or other for-profit activities.
- Perform activities that interfere with the ability of students or staff members to use the District's technology resources or other network-connected services effectively.

Cyberbullying

Staff and students will not use personal communication devices or district property to cyberbully one another. Cyberbullying is the use of any electronic communication device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner, including, but not limited to:

- Spreading information or pictures to embarrass

- Making rude, insulting, or vulgar remarks online
- Isolating an individual from his or her peer group
- Using someone else's screen name and pretending to be that person
- Forwarding information or pictures meant to be private

Copyright

Users of the District's systems and networks must follow copyright laws at all times. Students should refer all questions regarding copyright concerns to their teacher or a school administrator. The following examples are representative, not exhaustive. Users are prohibited from:

- Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws.
- Engaging in plagiarism. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

Personal Use of District Technology

Personal use of district technology is prohibited if:

- It interferes with the use of computer or network resources by the District;
- Such use burdens the District with additional costs;
- Such use by a staff member interferes with the staff member's employment duties or other obligations to the District;
- Such use by a student interferes with the student's academic responsibilities; or
- Such use includes any activity that is prohibited under any district board policy, or under state or federal law.

Email

Users of electronic mail systems should not consider electronic communication to be either private or secure; such communications are subject to review by authorized district personnel, may be subject to preservation or discovery during civil litigation, and may be subject to review by the public under the Public Records Act. Messages relating to or in support of illegal activities must be reported to appropriate authorities. Other conditions for use include, but are not limited to:

- Individuals are to identify themselves accurately and honestly in email communications. Email account names and/or addresses may not be altered to impersonate another individual or to create a false identity.
- The District retains the copyright to any material deemed to be district data. Use of district data sent as email messages or as enclosures will be in accordance with copyright law and district standards.

User Responsibilities (Etiquette)

A responsible user must:

- Be aware that the use of the Internet is a privilege, not a right.
- Be aware that inappropriate use may result in loss of privilege.
- Use the Internet for educational purposes.
- Use the Internet in support of the educational objectives of the District.
- Preserve the physical safety and emotional integrity of others.
- Protect one's own and others' reputations and the right to privacy.
- Use appropriate language.
- Notify a teacher or administrator of any security problem.
- Use Internet etiquette when sending electronic mail (email).
- Be aware that email is not guaranteed to be private.

- Keep personal account numbers and passwords private and only use the account to which they have been assigned.
- Report any inappropriate/questionable email contacts, access to inappropriate web sites, misuse of the system, or any security problem to a teacher or an administrator.

Filtering/Protection Measures

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

Security

Security on any computer system is a high priority. If a user can identify a security problem on the District's systems or network, the user should notify the District's Technology Services Department either in person, in writing, or via email. Users should not demonstrate the problem to other users. Any user identified as a security risk or having a history of misconduct or misuse with other computer systems may be denied access to the District's systems and network.

In order to verify, improve or maintain the security of the District's systems or network, system administrators or contracted third parties may conduct assessments that include attempts to violate the District's security's controls. Such assessments require express written authorization by the District clearly defining and limiting the scope of assessment.

Monitoring/Privacy

The District reserves the right to monitor any material placed on its computers or transmitted over its network in order to determine whether specific uses of its computers, its network or the Internet are inappropriate. Users have no expectation of privacy, and the district staff may monitor or examine all system activities to ensure proper use of the system. It is expected that users will employ appropriate etiquette and common sense. The District reserves the right to suspend or terminate the account of any user who misuses the account.

Confidentiality of Personally Identifiable Information

Employees who have or may have access to personally identifiable student records will adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPPA), Children's Online Privacy Protection Act (COPPA), and other applicable laws and regulations, as they relate to the release of student information.

Employees may not disclose sensitive or personally identifiable information regarding students to individuals and/or parties not authorized to receive it. Authorization to disclose information of a student to individuals and/or parties must strictly adhere to regulations set forth in FERPA.

Information contained in these records must be securely handled and stored according to district directives, rules and policies and, if necessary, destroyed in accordance with state information retention standards and archival policy.

Violations

Penalties for violating the District's policy may include:

- Suspension of account and network privileges.
- Appropriate school disciplinary action (for students).
- Appropriate employee disciplinary action (for employees).

Violations that include criminal activity will be reported to law enforcement.

California Healthy Youth Act

EC 51934, 51937-51939; (BP 6142.1)

The California Healthy Youth Act requires schools to offer integrated, comprehensive, accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

MUSD students in grades 8 and 10 will be enrolled in a 9-week health class designed to meet this requirement.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by District personnel or outside consultants. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. The right to receive a copy of EC 51933, 51934, and 51938
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

Excuse from Health Instruction which Conflicts with Religious or Moral Beliefs

EC 51240; (AR 6142.8)

During the school year, the instructional program in some classes at some grade levels may include instruction about health. If such instruction will conflict with the religious training, beliefs, or personal and moral convictions of a student's family, please advise the principal of the student's school in writing so the student may be excused from this phase of the instructional program.

Recognition of Religious Beliefs and Customs

The Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature, or the arts. The Board expects that such instruction will identify principles common to all regions and foster respect for the diversity of religions and customs in the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion must not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members will be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

Excuse from Harmful or Destructive Use of Animals for Instructional Purposes

EC 32255 et seq.; (BP 5145.8)

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the student's parent.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal will not be discriminated against based on their decision to exercise their rights and may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question. The alternative education project must require a comparable time and effort investment by the student – it cannot be more difficult than the original education project. A student who chooses an alternative educational project must still pass all examinations from the course in order to receive credit; however, if the tests require the harmful or destructive use of animals, the student may, similarly, ask for alternative tests.

Physical Education Apparel

EC 49066; (AR 5132)

Pursuant to guidance issued by CDE and state law, school sites may require students to wear standardized clothing for P.E., including clothing of a specific color and design suitable for general wear outside of school. As such, each District school requires students to wear standardized clothing for P.E.

Students may purchase a P.E. uniform compliant with the general design requirements through the school. All proceeds raised through the purchase of P.E. uniforms will remain at the school site. However, students are not required to purchase their P.E. uniform from the school, and students may wear existing clothes or purchase clothes from other sources compliant with the school site's P.E. uniform general color and design requirements.

A student's grade will not be lowered or otherwise impacted upon any failure to wear compliant P.E. clothing if such failure was clearly beyond that student's control. Students unable to comply with the uniform requirements should inform their P.E. instructor. If a student does not bring compliant P.E. clothes to class, "loaner uniforms" are available from the P.E. office.

Note: Required "design elements" cannot include clothing that contains school site emblems, insignia, names, etc.; however, the set of P.E. uniforms sold by the school site may include such emblems, insignia, names, etc.

Screening for Reading Difficulties

EC 53008

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (e.g., teacher or other school staff evaluation, accountability, student grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

If a student is identified as being at risk of having reading difficulties, the District will provide the student with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student. Supports and services may include evidence-based literacy instruction focused on the student's specific needs, progress monitoring, early intervention in the regular general education program, one-on-one small group tutoring, and further evaluation or diagnostic assessment.

Parents of students in kindergarten through grade 2 will receive information regarding the screening instruments, the scheduled date(s) of assessment, and instructions on how to opt out their student from being assessed.

English Language Proficiency Assessment

EC 313; (AR 6174)

State and federal laws require all school districts in California to administer the English Language Proficiency Assessments for California (ELPAC) to students in grades K–12 whose primary language is not English as determined by the Home Language Survey conducted as part of the enrollment process. There is no opt-out process to exempt students from taking the ELPAC.

The purpose of the assessment is to identify students who are:

- Limited English proficient for classification as an English Learner (EL) OR as Initial Fluent English Proficient (I-FEP);
- To determine the student’s specific level of English language proficiency; and
- To identify the services necessary for EL students in the acquisition of enhancing their skills in the areas of listening, speaking, reading, and writing in English.

Once identified as an EL, the student will be required to take the state mandated ELPAC annually and is provided with English Language Development (ELD) services designed to help them reach a reclassification status of Fluent English Proficient.

Limited English Proficient Students

EC 440; (BP 6174)

Parents will be notified within 30 days after the start of the school year of their student’s English language proficiency. The notice will include the following information:

1. The reason for the student’s classification as limited English proficient.
2. The level of English proficiency.
3. A description of the program for the ELD instruction.
4. Information regarding a parent’s option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
5. Information designed to assist a parent in selecting among available programs, if more than one program is offered.

Madera Unified remains obligated to take affirmative steps and appropriate action required by civil right laws to provide the EL student meaningful access to its educational program. The student will be designated as an EL until all reclassification criteria is met. Parents may request more information from their school site principal.

Language Acquisition Program

20 USC 6312(e)(3)(A)(iii), (v); EC 305(a)(2), 306(c), 310

Parents may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

Madera Unified is required to offer, at minimum, a Structured English Immersion (SEI) program option. The following language acquisition programs are offered:

Structured English Immersion (SEI)

Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

Dual Language Immersion Program (DLI)

Two-Way Dual Language Immersion Program is for native speakers of English and native speakers of another language that provides instruction to students utilizing English and a student’s native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in the other language to achieve language proficiency and meet academic achievement goals. The target language for the DLI

program is Spanish. The goal is for students to become biliterate and bilingual. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through 12th grade.

Heritage Language Program

Heritage or Indigenous Language Program for English learners provides instruction to students utilizing English and a student’s native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in the native language to achieve language proficiency and meet academic achievement goals. The target language for the Heritage Language Program is Spanish. The goal is for students to become biliterate and bilingual. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through 12th grade.

Newcomer Program

A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time. This Newcomer Program is offered in middle school and high school.

To effectively implement a language acquisition program, the District will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to: certificated teachers with the appropriate authorizations, necessary instructional resources, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.

Parents of English learners may choose a language acquisition program that best suits their child. To the extent possible, the school will offer any language acquisition program requested by the parents of 30 or more students at the school or by the parents of 20 or more students at any grade level. For more information or questions regarding requests to establish a language acquisition program, please contact the Director of the Multilingual Educational Programs Department at (559) 675-4500.

Statewide Testing

5 CCR 852; EC 60615; (BP 6162.51)

California students take several mandated statewide tests. These tests provide parents, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in specified grade levels. These tests were created specifically to gauge each student’s performance and progress in English language arts, mathematics, and science. The assessments measure the skills called for by the standards, including the ability to write clearly, think critically and solve problems. CAASPP tests are given statewide and therefore provide an opportunity to measure the skills of all students against the same academic standards.

A parent may annually submit to the District a written request to excuse their student from any or all parts of the CAASPP assessments for the school year, and such a request will be

granted by the Superintendent or designee. If a parent submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent and included in the student's records. Requests are valid only for the current school year. For more information or questions regarding the right to excuse a student from any or all part of the assessments administered, please contact the District Assessment Director at (559) 675-4500.

Helpful links:

- CAASPP (online practice and training tests portal) – <http://www.caaspp.org/practice-and-training/index.html>
- California Department of Education, CAASPP Information – <https://www.cde.ca.gov/ta/tg/ca/>
- Starting Smarter – <https://ca.startingsmarter.org/>
 - Resources to help understand the student score reports
 - Access to sample test questions and practice tests
 - No-cost resources to support learning
 - A guide for parent-teacher conferences

Investing for Higher Education

EC 48980(d)

Receiving a college or university education can lead to many benefits: increased opportunities, a prosperous career, financial security, and improved quality of life. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can. As with any investment, the earlier money is saved, the more time it has to grow. Investment options include, but are not limited to, a savings account, 529 college plan, Roth IRA, Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships, taking Advanced Placement classes, getting a full-time job in the summer or a part-time job during the school year, and opening a savings account. For information regarding financial aid and scholarships, please contact the student's counselor.

STUDENTS WITH DISABILITIES

Special Education – IDEA

34 CFR 300.111; EC 56026, 56300, 56301; (BP 6164.4)

Special education programs and services are provided to students with identified disabilities which adversely impact the students' educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

Madera Unified School District actively seeks out and evaluates District residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting the Office of Special Services at (559) 416-5858.

Before the initial provision of special education and related services to a student with a disability, the District will conduct, with the consent of the parent, a full and individual initial evaluation of the student. The evaluation will be conducted by qualified personnel who are competent to perform the assessment and will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. If a determination is made that a student has a disability and needs special education and related services, an individualized education program (IEP) will be developed.

Section 504

29 USC 794; 34 CFR, Part 104; (BP 6164.6)

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The MUSD provides FAPE to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. Some students may be eligible for educational services under both Section 504 and IDEA. For the purpose of implementing Section 504, the following terms and phrases are defined below:

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. A parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

If a student needs or is believed to need special education or related services under Section 504, the District will obtain written parent consent to conduct an evaluation of the student prior to

initial placement. The determination will be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent, as appropriate; and analysis of the student's needs.

If, upon evaluation, a student is determined to be eligible for services under Section 504, a team will develop a written 504 services plan that specifies the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the District's Section 504 Coordinator: Director of Special Services at (559) 416-5845.

Surrogate Parent Appointment

34 CFR 300.519; EC 56050; GC 7579.5; (BP 6159.3)

The District will appoint a surrogate parent to ensure that the rights of a child with a disability are protected under one or more of the following circumstances:

1. No parent can be identified.
2. The District, after reasonable efforts, cannot discover the location of the student's parent.
3. The student is adjudicated a dependent or ward of the court pursuant to WIC 300, 601 or 602 and specified conditions are satisfied.
4. The student is an unaccompanied homeless youth.
5. The student has reached the age of majority (18 years of age) but has been declared incompetent by a court of law.

A surrogate parent has all the rights relative to the student's education that a parent has under IDEA. Specifically, the surrogate parent may represent the student in matters relating to identification, assessment, instructional planning and development, educational placement, review and revision of the IEP, and in other matters relating to the provision of FAPE. Additionally, the representation of the surrogate parent includes the provision of written consent to the IEP including non-emergency medical services, mental health treatment services, and occupational or physical therapy services. Appointments and termination of appointments will be conducted in accordance with BP 6159.3 – Appointment of Surrogate Parent for Special Education Students.

Audio Recordings of IEP or Section 504 Meetings

EC 270, 56341.1(g); (BP 6159)

Parents and the District have the right to audio record the proceedings of IEP and Section 504 team meetings, as long as members of the IEP or Section 504 team are notified of this intent at least 24 hours before the meeting. If the District gives notice of intent to audio record a meeting and the parent objects or refuses to attend because the meeting would be audio recorded, the meeting will not be audio recorded.

Suspension/Expulsion Considerations

34 CFR 300.530; EC 48915.5; (AR 5144.2)

Whenever a student with an IEP or Section 504 services plan is suspended for a total of 10 school days in the same school year or recommended for expulsion, the IEP or 504 team will convene to determine whether the misconduct was either of the following:

1. Caused by or had a direct and substantial relationship to the student's disability.
2. A direct result of the District's failure to implement the student's IEP or Section 504 services plan.

If either of the above conditions applies, the student's conduct is then determined to be a manifestation of their disability and no disciplinary action may be taken in relation to the misconduct. However, the IEP or 504 team will determine appropriate steps to take to mitigate reoccurrence of the student's misconduct. If the 504 team determines that the conduct is not a manifestation of the student's disability, the school may take disciplinary action (e.g., suspension or expulsion) in the same manner as it would for a student without a disability.

The District may remove a student with an IEP to an interim alternative educational setting for up to 45 school days without regard to whether the behavior is a manifestation of the student's disability, if the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance.
4. Inflicts serious bodily injury upon another person.

STUDENT RECORDS

Maintenance of Student Records

EC 49063; (BP 5125)

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm, or other means, gathered within or outside Madera Unified that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained under the supervision of the custodian of records.

Per state and federal law, the District keeps the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). The District also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine any records that still need to be retained and those that are appropriate for destruction.

The Director of Student Services has been designated as the custodian of records for all schools operated by Madera Unified, and at each school site, the principal serves as the custodian of records for students enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

Access to Student Records

34 CFR 99.7, 99.34; EC 49063, 49064, 49069.7; (BP 5125)

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record that lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances. School officials and employees are persons employed by the District and include Board members and contractors or consultants with whom the District has contracted to perform a special service or function.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights (*see notification on "Challenging Student Records"*)
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that State and Federal laws authorize disclosure without consent, and request a copy of the records that were disclosed
4. File a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-8520.

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax

purposes, the parent may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

A request by a parent to access or disclose their student's educational records must be submitted in a written form to the school principal, who will, in turn, have 5 business days from the day of receipt of the request to fulfill the request. All written requests must indicate the specific records or information to be accessed or disclosed. If requested, qualified certificated personnel may be made available to the parent to interpret records. For requests to disclose records, the written form must also specify the person or agency to whom the records are to be released and the reason(s) for such disclosure.

Former students may receive up to two transcripts or up to two verifications of their records at no cost. Otherwise, copies of student records are subject to a charge of 25 cents per page. Fees may be waived if it would prevent parental access to the records.

Parchment

Parchment.com is an online transcript and education verification ordering system. Through Parchment, transcript copies are \$4.15 each; however, the District subsidizes the cost to all current high school students and former students and electronic transcripts (e-scripts) may be requested at no cost. This includes copies sent directly to the student, colleges and universities, employers, and agencies.

Printed and mailed copies may also be requested through Parchment. The District subsidizes the \$4.15 fee of the transcript, but the requester must cover the shipping cost, which begins at \$2.50 and increases depending on the shipping speed selected.

Third party agencies, including background screeners, with a signed authorization, can also request education/graduation verifications through Parchment. The fee for education/graduation verifications is \$17.75.

In the event that the mailing or verification fee is a hardship, please contact the District Registrar at (559) 416-5858 ext. 11103 for assistance.

Transfer of Student Records

5 CCR 438; EC 49068; (BP 5125)

Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer. All student records will be updated before they are transferred, and will not be withheld from a requesting school because of any charges or fees owed by the student or parent.

When a student transfers to another school district or to a private school, the District will forward a copy of the student's mandatory permanent records to the new school of enrollment. The District will permanently maintain an original or a copy of the transferred records.

Mandatory interim records will be sent upon request to other California public schools. Such records may also be sent to out-of-state or private schools requesting them. Permitted records may be sent to any public or private school.

If the student transfers into the District from another public or private school, the District will inform the parent of the parent's right to receive a copy of the records received from the former school. The parent will also be informed of their right to have a hearing in which to challenge the contents of that record.

Teacher Notice Regarding Student Behavior

EC 49079; (BP 0450, 4158)

State law requires that teacher(s) of each student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three school years which could constitute grounds for suspension or expulsion under EC 48900 – with the exception of the possession or use of tobacco products – or EC 48900.2, 48900.3, 48900.4, or 48900.7 be informed that the student engaged in, or is reasonably suspected to have engaged in, those acts. The information is based upon district records maintained in the ordinary course of business or records received from a law enforcement agency.

Juvenile Court Records

WIC 827, 831

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached, or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the Superintendent of the District. The Superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the student, allowing them to work with the student in an appropriate manner. Any information received by a teacher, counselor, or administrator will be received in confidence for the limited purpose of rehabilitating the student and protecting students and staff; the information will not be further disseminated except when communication with the student, the student's parents, law enforcement personnel, and the student's probation officer is necessary to support the student's rehabilitation or to protect students and staff.

Directory Information

20 USC 1232g; 34 CFR 99.3, 99.37; EC 49061, 49073, 49073.2; (BP 5125.1)

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such information includes the student's name, address, telephone number, email address, photograph, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as

long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publications (e.g., a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, promotion programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: any school or District parent or community support organization; school resource officers; technical or professional schools or colleges and universities approved by the Superintendent of Public Instruction; military service recruiters; elected officials; Department of Public Health; and companies that publish yearbooks.

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth will be released unless the parent has provided written consent that directory information may be released. For all other students, directory information will not be released if their parent notifies the District in writing by the last day of school in September of each school year. Parents may complete and submit the [Directory Information Release Form](#) to the Office of Student Services to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information. For further information, please call (559) 416-5858 ext. 11103.

Additionally, the District will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

Access by Military Recruiters

20 USC 7908; (BP 5125.1)

Federal Law requires that the District provides military recruiters access to secondary school students' names, addresses and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent. Such a request must be submitted through the [Directory Information Release Form](#), as described under "Directory Information".

Cal Grant Program

EC 69432.9; (BP 5125)

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA)

requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CSAC) electronically by a school or district official. A student, or the parent of a student under 18 years of age, may complete the [Cal Grant GPA Opt-Out Form](#) to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CSAC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. If the opt out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CSAC beginning September of the student's 12th grade year.

California College Guidance Initiative

EC 60900.5

The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, which is the state's official college and career planning platform and is free to all California students in grades 6-12 and their families.

To facilitate this, data for all students enrolled in grades 6-12 public schools will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with the CCGI to both of the following:
 - Postsecondary educational institutions for purposes of admissions and academic placement.
 - The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Student Information Gathered from Social Media

EC 49073.6; (BP 5125)

If the Superintendent determines that school and/or student safety would be best served by a plan to gather and maintain social media information pertaining directly to school or to student safety, the District may adopt a plan to do so from the social media of any District student, provided that the District first notifies students and parents about the proposed plan, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety.

Protection of Pupil Rights Amendment

20 USC 1232h; EC 51513; (BP 5022)

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parent; or
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of—
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
3. Inspect, upon request and before administration or use—
 - a. Protected information surveys of students and surveys created by a third party;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint by completing the [PPRA Complaint Form](#) and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

Challenging Student Records

34 CFR 99.20; EC 49063(g), 49066, 49070; (AR 5125.3)

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may file a written request with the Superintendent of the District or designee to correct, remove, or destroy any information recorded in the written records concerning their child, which is alleged to be:

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student.

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

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

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

Requests to challenge the content of a student's records, and its specific procedures, can be obtained from the school principal or the Student Services Department at (559) 416-5858.

HEALTH & NUTRITION

Illness

EC 48213, 49451

Under California law, a child may be required to stay home (or go home) from school in specified circumstances where an apparent illness presents a significant risk to other children or school personnel. Safe, in-person learning is critical to the well-being and development of children. The following information from the California Department of Public Health provides guidance on considerations when a child has symptoms of illness.

Fever (over 100 degrees): Keep the student home until fever has gone away in the night without using fever reducing medications and is still gone in the morning AND other symptoms are improving and the student can participate comfortably in routine activities.

Sore throat: Students may attend school unless they have one of the following:

- Fever (see fever guidance)
- Inability to swallow
- Breathing difficulties

Note: If a student is diagnosed with strep throat, they should receive antibiotics for at least 12 hours before returning to school.

Abdominal pain or stomachache: Pain experienced anywhere between the chest and groin; pain may be continuous or may come and go. Students may attend school unless they experience one of the following:

- Pain is severe enough that the student has difficulty participating in routine activities
- Pain starts after an injury
- Bloody or dark stools
- Diarrhea (see diarrhea guidance)
- Vomiting (see vomiting guidance)
- No urine for 8 hours
- Fever (see fever guidance)

Eyes that are irritated, pink eye or drainage: Students may attend school unless they have one of the following:

- Fever (see fever guidance above)
- Problems seeing (vision changes)
- Pain/discomfort the child cannot tolerate
- An injury to the eye

Note: Pink eye is often caused by a virus. Children typically get better after 5-6 days without antibiotics. Staying home from school is not necessary. Frequent hand washing should be encouraged.

Vomiting/Diarrhea: Students may attend school unless they experience one of the following:

- Vomiting has occurred 2 or more times in 24 hours
- Fever (see fever guidance above)
- Vomiting or diarrhea appears to be bloody
- Stool cannot be contained in toilet

Note: If the student has been diagnosed with a specific infection (such as Salmonella, E. Coli, norovirus, etc.) or if there is concern over an outbreak, the local health department will be contacted for guidance.

Rash or itching: Students may attend school unless they have one of the following:

- Oozing, open wound or infection that cannot be covered and is in an area that might come in contact with others
- Skin that looks bruised without a known injury or in an unusual location
- Rapidly spreading dark red or purple rash
- Tender, red area of skin, rapidly increasing in size or tenderness
- Associated symptoms of a serious allergic reaction (rash with throat closing, abdominal pain, vomiting or wheezing)
- There is concern for a disease like chickenpox or measles

Note: For diagnosed conditions, follow the advice of the health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies and pinworms, students may return after appropriate treatment is started.

Immunization

EC 48216, 49403; HSC 120325-120375; (BP 5141.3)

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any District school for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement, or the parent files a compliant medical exemption. The District will cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose, the District may use any funds, property, or personnel and may permit any person licensed as a physician and surgeon, or a health care practitioner acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to any student whose parents have consented in writing.

Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website. A medical exemption filed at the school before January 1, 2020 will remain valid until the earliest of:

- When the student enrolls in the next grade span (TK/K-6th grade or 7th-12th grade).
- The expiration date on the temporary medical exemption.
- Revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician’s licensing entity.

Parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student’s parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases.

To review the immunization requirements for school attendance, go to <https://www.madera.k12.ca.us/Page/40> on the District website, or visit <https://www.shotsforschool.org/> for the “Guide to Immunization Requirements for School Entry” and other resources regarding medical exemptions.

Note: *Immunization requirements apply to distance learning, hybrid instruction, and in-person instruction.*

HPV Immunization

EC 48980.4

Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused

by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Immunization Record Sharing

The California Immunization Registry (CAIR) is a secure, confidential, statewide computerized immunization information system. Madera Unified School District has access to CAIR which allows school nurses to search the system to see if a student has received immunizations from a participating CAIR partner.

Tuberculosis Risk Assessment

HSC 121475-121520; (BP 5141.26)

A tuberculosis risk assessment questionnaire or an intradermal test must be given within one year of first entrance to any Madera Unified school and at grade 9 (or first entrance to high school). It is also recommended after travel to a high-risk foreign country. A chest x-ray clearance is required in the event of a positive TB skin test reading or positive blood test. A student may be exempt from the tuberculosis screening test if it is contrary to their beliefs and the parent has provided the school with an affidavit stating as such. However, any student who is believed to have an active case of tuberculosis may be excluded from school until the student is no longer contagious.

Oral Health Assessment

EC 49452.8; (AR 5141.32)

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child’s mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires that children have an oral health assessment (dental check-up) by May 31 in transitional kindergarten, kindergarten or first grade, whichever is their first year in public school. Assessments that have happened within the 12 months before the child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. The school and District will maintain the privacy of all students’ health information. A student’s identity will not be associated with any report produced as a result of this requirement.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit [Medi-Cal Dental](#) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can

apply by mail, go in person to the local Social Services office, or online at: [Apply for Medi-Cal](#).

Health Examinations

EC 49451, 49452, 49452.5, 49455, 49456; (BP 5141.3)

Testing of the sight and hearing of each student are conducted routinely throughout grades K-12. Male students will also be tested once for color vision in grade 1. Unless suspended by the California Department of Finance, scoliosis screening is conducted on each female student in grade 7 and each male student in grade 8. Acanthosis Nigricans screening may be provided in conjunction with the scoliosis screening.

Credentialed school nurses conduct the exams and will notify parents of any suspected problems and provide them with recommendations or requests for further action. A parent may annually file with the principal a written statement withholding consent to the physical examination of their child. Any such student will be exempt from any physical examination but will be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

Students on Medication

EC 49480; (BP 5141.21)

Parents are to notify the principal and school nurse if their child is on a continuing medication regimen for a nonepisodic condition. This 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 school personnel regarding possible effects of the medication on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Administration of Medication at School

EC 49423, 49423.1; (BP 5141.21)

The school nurse or other designated school employees may assist students who need 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 District assist the student in matters set forth in the statement of the physician/surgeon.

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 must release 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.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, the District will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the statement is provided in both English and Spanish, and includes the name and contact information of the physician/surgeon.

Other than the requirements listed above, the following is a checklist to assist parents whose children need medication at school:

1. Talk to the student's doctor about making a medicine schedule that does not require the student to take medicine while at school.
2. Supply the school with all medicine the student must take during the school day. 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.
3. Store each medicine the student must be given at school 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. No more than a 30-day supply of medication will be kept at the school.
4. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.

Use of Non-Prescription Medicines/Health Products

(BP 5141.21)

Student may neither possess nor use any of the following products while they are under school jurisdiction: over-the-counter medications (e.g., pain relief medication, cough drops, eye drops); nutritional supplements (e.g., vitamins, minerals); or similar potentially harmful, consumable products such as energy and/or mood enhancers.

Parents who believe that use of such products at school is essential to the health of their child(ren), may apply for authorization from the school principal. Authorization will not be granted except under the same conditions, which apply to the use of medications at school, namely, the submission of a detailed written statement from a physician or a written request by the parent releasing the District and school personnel from any civil liability.

Accident or Illness

EC 49407; (BP 5141)

First aid is administered in the event of minor injuries to students. Attempts will be made to locate a parent for a major illness or injury; therefore, it is critical that the emergency contact information be kept as current as possible. If a parent or emergency contact cannot be located, it may be necessary to call for emergency medical services for treatment or transportation at the parent's expense. A district employee, physician, or hospital treated any student are not to be held liable for reasonable treatment of the student without the consent of a parent when the student is ill or injured during regular school hours, requires reasonable medical treatment, and the parent cannot be reached, unless the parent has previously filed with the District a written objection to any medical treatment other than first aid.

Crutches, wheelchairs, and other devices require a doctor's prescription indicating directions for use and that the student has been educated to use the device.

Injuries and illnesses occurring at home should be cared for at home. Upon a student's return to school parents are to provide documentation from healthcare providers indicating any limitations or special considerations/equipment necessary to the student's continued care at school.

Insurance for Members of Athletic Teams

EC 32221.5, 49471; (BP 6145.2)

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. *Members of school athletic teams* include members of school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

Since the Madera Unified School District does not provide accidental injury insurance for students injured while participating in athletic activities, this insurance requirement can be met by the District offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-800-880-5305 or visiting <https://myers-stevens.com/enrollment/>.

Medical and Hospital Services and Coverage for Students

EC 49472; (BP 5143)

The Governing Board may, under certain conditions, provide medical services for injuries occurring on District premises during school-sponsored activities or when being transported to and from school-sponsored activities. However, 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 their consent, or if the student is a minor, 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.

Automated External Defibrillators

HSC 1797.196; (BP 5141)

Automated external defibrillators (AED) are placed at MUSD school sites. Trained employees are available to respond to an emergency that may involve the use of an AED during the hours of classroom instruction.

Emergency Epinephrine Auto-Injectors

EC 49414; (BP 5141.21, 5141.27)

An emergency epinephrine auto-injector may be administered by a trained employee to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school. Emergency services (911) will be contacted if an emergency epinephrine auto-injector is administered.

Emergency Medication for Opioid Overdose

EC 49414.3; (BP 5141.21)

The District has elected to implement an emergency naloxone program to reverse the effects of an opioid overdose. Naloxone nasal spray or another opioid antagonist will be administered to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose. Naloxone is safe and works almost immediately. When administered, it reverses or neutralizes in whole or in part the effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

Additionally, EC 49414.6 provides that students in middle or high school, while at school or participating in school activities, cannot be prohibited from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

California laws protect persons who administer naloxone and make naloxone more readily available. Specifically, a person is not liable for any civil damages that result from providing emergency care if:

1. The person acted in good faith, and not for compensation;
2. The person provided either emergency care or non-medical care; and
3. The care was provided at the scene of an emergency.

Access to Mental Health Services

EC 49428

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, the District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents are provided with information on how to initiate access to available student mental health services at school and/or in the community.

In the local community, there are two different resources that provide services for students and their families. Those agencies are the Madera County Behavioral Health located at 209 E. 7th Street in Madera, (559) 673-3508, and the Camarena Health Center located at 124 S. A Street in Madera, (559) 664-4000. For more information on these services and other support services available at school, please see the student's counselor at their school site.

Head Lice Information

(BP 5141.33)

Classroom head checks are no longer a part of district guidelines. Parents will be notified if their student is found to have live lice at the end of the school day. Students will not be referred for treatment for nits only. 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.

To eliminate head lice successfully, it is very important that all treatment instructions and steps be carefully followed and

completed. It is important for families to follow recommended procedures to address lice that may remain in the home. Bedding, clothing, upholstered furniture, including car seats, may harbor lice and nits. Thorough cleaning is required to prevent continued infestation with lice. If you have any questions, please refer to the Center for Disease Control and Prevention website at <https://www.cdc.gov/lice/>, or contact the school nurse.

Type 1 Diabetes

EC 49452.6; (BP 5141.3)

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided below is intended to raise awareness about this disease. Contact the school nurse or administrator, or the student's health care provider if you have questions.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating

- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Type 2 Diabetes

EC 49452.7; (BP 5141.3)

Type 2 diabetes in children is a preventable/treatable disease. The following information is intended to raise awareness about this disease. Contact the school nurse or administrator, or the student's health care provider if you have questions.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children but it is becoming more common especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin,

and blood glucose levels rise.

- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with

medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Concussion and Head Injuries

EC 49475; (BP 6145.2)

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Although most concussions get better with rest and over 90% of athletes fully recover, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

If an athlete reports any symptoms of concussion or if symptoms and signs appear, the athlete should seek medical evaluation from the team's athletic trainer and a physician trained in the evaluation and management of concussion. If the athlete is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of the local hospital. Return to play (*i.e.*, full competition) after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a stepwise progression program monitored by an athletic trainer, coach, or other identified school administrator.

On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

EC 33479 et seq.; (BP 6145.2)

Sudden cardiac arrest (SCA) is a life-threatening emergency that

occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

SCA occurs because of a malfunction in the heart's electrical system or structure. The malfunction is caused by an abnormality the person is born with, and may have inherited, or a condition that develops as young hearts grow. A virus in the heart or a hard blow to the chest can also cause a malfunction that can lead to SCA. While a student athlete may display no warning signs of a heart condition, studies do show that symptoms are typically present but go unrecognized, unreported, missed, or misdiagnosed. As such, an athlete who faints or exhibits other cardio-related symptoms is required to be re-cleared to play by a licensed medical practitioner.

On a yearly basis, an acknowledgement of receipt and review of SCA information must be signed and returned by the student and the student's parent before the student participates in an athletic activity. For more information and resources, visit the CDE webpage at: <https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp>.

Prescription Opioids

EC 49476; (AR 6145.2)

An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use.

On a yearly basis, an acknowledgement of receipt of the Factsheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to athletic activity conducted during the regular school day or as part of a physical education course.

Dangers of Synthetic Drugs

EC 48985.5

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube.

These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation; increased heart rate and blood pressure; increased respiration and body temperature; anxiety and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the [Facts About Fentanyl](#) on the California Department of Public Health website.

Wellness Policy

EC 49432; (BP 5030)

Madera Unified School District, as required by the Healthy, Hunger-Free Kids Act of 2010, has adopted a comprehensive School Wellness Policy to support student health and learning. The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students.

The Wellness Policy was developed by the District's Wellness Committee consisting of parents, local health professionals, MUSD trustees, teachers, and administrators. The policy focuses on nutrition education, physical activity, and overall student/staff wellness.

While the policy focuses on promoting student health and wellness, it may impact parents in regards to school parties and events. The policy asks that celebrations involving non-compliant (e.g., does not meet the California Nutrition Standards) foods only occur once a month. The policy also encourages parents to provide food items that meet the California Nutrition Standards. The following is language from the policy regarding class parties and celebrations:

“Madera Unified School District seeks to provide the best possible learning environment for our students. We strive to support healthy habits in the daily lives of all children to promote academic achievement.

In order to develop traditions that support healthy behavior, the district asks that parents, teachers, and all district staff to choose ways to celebrate birthdays so that every child is included, even those whose birthdays fall during school breaks. To that end, Madera Unified School District will:

- Allow celebrations of any kind involving non-compliant food (e.g., birthday, holiday, reward) to only occur once a month per classroom.

- Encourage teachers to abide by the rules and support the use of nonfood celebratory activities. The School District Wellness Committee will provide a list of suggestions to schools, principals, and parents.
- Ensure that parties/celebrations involving food are held after the lunch period or performed in conjunction with the Child Nutrition Department.
- Work towards establishing a system where foods and beverages may be provided during school celebrations for purchase through the District’s Child Nutrition Department at an affordable price for parents.
- Ensure donations of foods and beverages by an outside party (e.g., parents, pizza parlor, etc.) meet the California Nutrition Standards.
- Donations must be approved by the Director of Child Nutrition to assure compliance. The Director of Child Nutrition will provide a list of approved foods.
- Encourage school staff and parents/guardians or other volunteers to support the District’s wellness goals by providing foods or beverages that meet the California Nutrition Standards when selecting any foods or beverages that may be donated for an occasional class party.
- Coordinate classroom messages with the California Nutrition Standards to encourage healthy eating.
- Ensure, for food and allergy safety reasons, that all food brought onto school campus must be prepared in an approved commercial facility, pre-packaged, and pre-wrapped with a label listing the ingredients. Foods with minimal ingredients are encouraged.”

The complete Student Wellness Policy and a list of approved food items that meet the California Nutrition Standards can be found at <https://musdgofresh.com/>. The policy is also available in any school office. Any items related to the policy will be found listed under the Child Nutrition Department.

School Meals

EC 49564; (BP 3553)

Madera Unified implements the Community Eligibility Provision (CEP) at all its school sites to ensure that students, regardless of income levels, are not hungry at school while they are trying to learn. All meals, including breakfast and lunch, are provided at no charge to every student at a CEP site. If you have any questions about CEP, please contact the Child Nutrition Office at (559) 675-4546.

The following prices are for students who would like to purchase a second meal, and prices for adults and non-students:

Students

- Breakfast: \$2.50 (Milk included)
- Lunch: \$3.50 (Milk included)
- Extra Milk: \$0.50

Adults & Non-students

- Breakfast: \$4.50 (Milk included)
- Lunch: \$6.00 (Milk included)
- Milk: \$0.50

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited

from discriminating based on race, color, national origin, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Tobacco Free Environment

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3)

The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. Any person who violates this provision of law is guilty of an infraction and will be punished by a fine of two hundred fifty dollars (\$250) for each violation.

Asbestos Management Plan

40 CFR 763.93; (BP 3514)

Parents, teachers, and employee organizations have the right to a copy of a complete, updated management plan for asbestos-containing material in school buildings. For further information, please contact the District’s Maintenance & Operations Department at (559) 675-4534.

Pesticide Products

EC 17612, 48980.3; (BP 3514.2)

Madera Unified School District complies with all California laws and the Department of Pesticide Regulations’ Integrated Pest Management Program limiting the use of harmful chemicals and using the least impactful pest management practices. Pesticide

applications are posted at site entrances with the product and date of applications. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have warning signs posted at least 24 hours prior to the application and will remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and will remain posted until 72 hours after the application. Warning signs will include the term “Warning/Pesticide Treated Area”, the name of the product and manufacturer, the product’s registration number, intended areas and dates of application, and reason for the pesticide application.

Parents can complete an application at their student’s school to receive notification of individual pesticide applications. Notifications will be provided 72 hours before the application, except in emergencies, and will include the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department’s website at www.cdpr.ca.gov. Additional information of the District’s Integrated Pest Management disclosure, including the list of pesticides (and their active ingredients) that the District plans to apply during the school year can be obtained by contacting the District’s Maintenance & Operations Department at (559) 675-4534 or clicking on “[Pesticide Notification Use](#)”.

TRANSPORTATION

Student Walking Limits

Students who reside outside the established radius zones will have bussing services available to them. The radius zone is measured by drawing a circular radius from a central location at the school site and around the school within the school’s attendance boundary. Radius zones are drawn at a distance of:

- 1 mile from the school site for K–6th
- 1.5 miles from the school site for 7th–8th
- 2 miles from the school site for 9th–12th

Bus Riding Privileges

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

When a student is denied bus-riding privileges, this also includes field trips. Parents or designated people of kindergarten students must be at the bus stop to receive the student, or the student will be taken back to the school. If this happens more than 3 times during the school year, the student will lose bus riding privileges.

Video Recording Devices

Some of the District’s school buses may be equipped with audio and video recording devices for the protection of students and staff.

Foggy Day Schedule

MUSD Foggy Day Information Phone Line: (559) 673-2288

The following radio stations and television stations are sources to determine whether or not the District is on a foggy day schedule. These stations will broadcast the foggy day conditions periodically throughout the morning hours, starting at 5:30 am.

<u>Radio Stations</u>	<u>Television Stations</u>
English KMJ 580 AM	Channel 24 – KSEE
	Channel 30 – KFSN
	Channel 47 – KJEO
	Channel 21 – KFTV

Fog delays will be called District wide by the Superintendent or the Superintendent’s designee. Parents and students need to look or listen for fog delay announcements for Madera Unified on the television or radio stations listed above.

Safe Riding Practices and Emergency Procedures

Board Policy and state law require all students in pre-kindergarten through grade 8 who receive home to school transportation be given appropriate classroom instruction in safe bus riding practices and participate in an emergency bus evacuation drill.

The training must include the following:

1. Proper loading and unloading procedures, including escorting by the driver.
2. How to safely cross the street, highway, or private road.
3. Instruction in the use of passenger restraint systems.
4. Proper passenger conduct.
5. Location of emergency equipment.
6. Bus evacuation procedures – pupils will evacuate the school bus through emergency exit doors.

Walking To and From Bus Stops

1. Use crosswalks and/or intersections to cross streets. Do not cross in the middle of the block.
2. Use sidewalks where available. If no sidewalks are available, do not walk in the roadway.
3. Arrive at the bus stop 5 minutes prior to stop time.
4. If you are late to the bus and need to cross the street, wait for the bus driver to escort you across the street.
5. Never run to or from the bus.
6. Go directly home.

Red Light Crossing Instruction

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

In the morning, students are to gather at their assigned bus stop and wait for the bus to arrive.

1. The driver will activate the red lights, and then will shut the bus off. The driver will exit the bus, and walk to the center of the roadway to cross children, if required.
2. Students are to remain still until the driver tells them it is safe to cross.
3. Students must cross between the driver and the bus.
4. The driver will be the last person to get on the bus.
5. Drivers doing red light crossing are in control of the street or roadway upon which the bus is on. Cross traffic or traffic on the other streets that a student must cross to get to or from a bus stop cannot be controlled by the bus driver.
6. For the safety of students, the driver may escort 9th-12th grade students.

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

1. Arrive at the bus stop 5 minutes prior to bus arrival time
2. Stand in an orderly manner.
3. Respect private property. Do not walk on lawns or flowerbeds, or climb on cars and trees.
4. No pushing or shoving.
5. Always face the bus as it approaches.
6. Never run to or from the bus.
7. Listen to instruction from the driver.
8. Wait completely off the road for the bus. Stand at a safe distance from the bus until it comes to a complete stop. Wait until the driver opens the door before walking towards the bus (recommended distance is 12 feet).
9. Watch your step getting on and off the bus, especially in wet weather. Always use the handrail.
10. The bus driver has the authority to assign seats.

While Riding the Bus

1. Enter the bus in an orderly manner and do not bring aboard items of injurious or objectionable nature (*i.e.*, animals, glass, balloons, weapons etc.).
2. All Kindergarten students who ride the bus are seated at the front of the bus.
3. Wear passenger restraint systems (*i.e.*, seat belts) at all times while riding the bus, if the bus is so equipped.
4. Do not get out of the seat while the bus is in motion.
5. Remain in the seat and be quiet at railroad grade crossings.
6. Keep hands, head, arms, etc. inside the bus at all times.
7. Do not make offensive remarks or gestures to pedestrians or motorists.
8. No objects may be thrown in or out of the bus.
9. No screaming, yelling, or use of profanity.
10. No harassing or fighting on the bus.
11. Always be courteous to fellow students.
12. Do not refuse to share a seat with another student.
13. No smoking on the bus.
14. No eating, drinking, or gum-chewing while riding the bus. Water is an acceptance.
15. The aisle of the bus must be kept clear of books, backpacks, lunches, feet, etc.
16. Remain seated until the bus stops and the doors are open before exiting.

Afternoon Drop Offs

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

1. Students are to remain seated until the bus comes to a complete stop.
2. The driver will activate red flashing lights, turn off the bus engine, and open the door. The driver will be the first person off the bus.
3. Students will wait inside the bus until the driver signals them when it is safe to exit the bus.
4. Students must walk in front of the bus between the driver and the bus in an orderly manner.

Alternate Drop Off

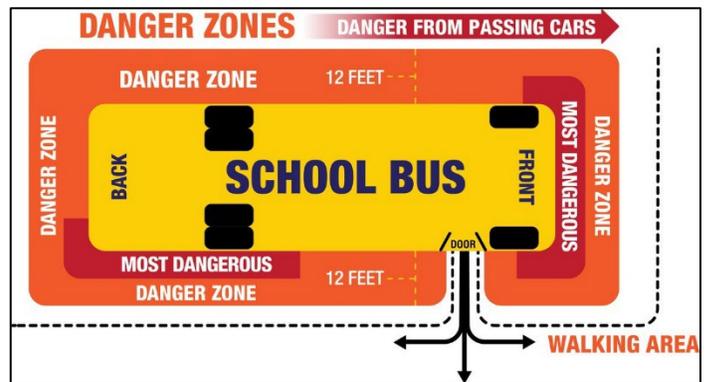
Permission to get off the bus at bus stop other than your own must be cleared with the school office, in advance. Written permission must be presented to the school bus driver on a school bus pass. The request must not require the bus to go off its route or require

an additional stop. Space must be available on the bus.

School Bus Danger Zone

Any place around a school bus can be dangerous. It is safe to assume that if you cannot see the driver, the driver cannot see you. Some of the danger zones children are commonly found while loading or unloading the bus are shown in the diagram below. Never play in the following areas of a bus:

1. Directly in front of the bus.
2. The area near the entrance door.
3. The area near the front tires (on either side of the bus).
4. The area near the rear tires (on either side of the bus).
5. Directly behind the bus.



Contact Information

Director of Transportation
1200 Gill Ave Madera, CA 93637
Phone: (559) 673-2288 • Fax: (559) 673-5845

SCHOOL SAFETY

Comprehensive School Safety Plan

EC 32280; (BP 0450)

The school site council or school safety planning committee of each MUSD school has developed, in consultation with representatives from a local law enforcement agency, fire department, and other first responder entities, a comprehensive school safety plan, which, based on a current examination of any crime committed on campus and at school-related functions, identifies appropriate strategies and programs to maintain school safety and to ensure that existing laws related to school safety are effectively enforced.

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Governing Board for approval at a regularly scheduled meeting. Prior to Board approval, specified persons and entities are notified of a public meeting that provides members of the public an opportunity to express an opinion about the plan.

Except for the section on tactical responses to criminal incidents, a school's most current safety plan is readily available for inspection by the public upon request at its school office. A description of key elements and the status of the school safety plan is also included in the School Accountability Report Card.

Emergency Disaster Procedures

EC 32001, 32282; (BP 3516, 3516.1, 3516.3)

Included in the routine and emergency disaster procedures portion

of the school safety plan include procedures for addressing major disasters and intruders on campus, including lockdown, evacuation, and reunification of students with their parents. In the continued interest of student safety, the Governing Board believes it is important that students, parents, and staff be aware of, and practice, appropriate emergency and disaster procedures.

Disaster Preparedness and Drills

In order to familiarize students and staff with proper procedures, fire drills are held monthly in elementary schools, four times every school year at the middle schools, and at least twice every school year at the high schools. Earthquake drop procedure practices are held at least once each school quarter in elementary schools and at least once a semester in middle and high schools. Emergency plans and maps are displayed in each classroom, as well as the proper classroom evacuation route.

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.

Parents are encouraged to review the resources provided on the CDE website to help families prepare for different types of emergencies, natural disasters, and crisis at:

<https://www.cde.ca.gov/ls/ep/schoolemergencyres.asp>.

Emergency/Disaster during School Hours

In the event of an emergency during the school day, the best place for the students to remain is at school. School staff members will put into effect a prearranged disaster preparedness plan that will insure the safety and welfare of all students for the duration of the emergency. Coordinating teams composed of school personnel will direct all emergency operations. Students will be kept at school in a safe area until parents or authorized persons noted on the emergency card arrive at the school. Students not picked up will remain at school until the end of the normal school day, and will be released at that time, providing it is safe to go home.

If a disaster occurs while students are on the way to school, they should continue on to school or go directly home, depending on road conditions or the shortest route. Parents should discuss this plan at home with their students.

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 these radio stations to stay current on the situation:

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

Information for Use in Emergencies/Emergency Cards

EC 49408

For the protection of a student's health and welfare, the Governing Board requires that parents keep current information on file at the student's school of residence. Such information includes parents' home, work, and cell phone numbers and addresses as well as contact information for persons who may assume responsibility for the child in the absence of the parent. As emergency information changes, parents should notify the

school within 24 hours of the change and complete a new emergency form if necessary.

Open Campus

EC 44808.5; (BP 5112.5)

In order to give students an opportunity to demonstrate responsibility, independent judgement, and positive citizenship, juniors and seniors at Madera High School, Madera South High School, and Matilda Torres High School, who are in good standing and have parent permission, may leave campus during lunch. While students are held accountable for their behavior during lunch time, neither the District nor any of its officers or employees are liable for the conduct or safety of any student during such time as the student has left school grounds.

At any other time during the school day, students may not leave school grounds without permission from school officials.

Bicycles, Scooters and Skateboards

To help protect our students, rules for use of bicycles, scooters, and skateboards to and from school must be followed. It is recommended that only students in grades 3 and above ride bicycles to school. Bicycle helmets are required. None are to be ridden on school grounds.

Smartphones and Other Electronic Signaling Devices

EC 48901.5, 48901.7; (BP 5131, 5131.8)

The District has established policies, rules and regulations concerning the possession or use of cell phones, smart phones, and personal technology devices by students while on or near school property, in school vehicles and buses, at school-sponsored activities, or while students are under the supervision or control of district employees, as well as using district technology resources via off-campus remote access. Students may bring personal technology, including computers, smartphones, network access devices, or other electronic signaling devices to school provided that such technology is used for instructional purposes. Students must abide by the instructions provided by teachers and other school staff in the use of such personal technologies.

Kindergarten through 8th grade students may use such devices only before and after the instructional day. Students enrolled in grades 9-12 may use such devices only during non-instructional hours, that is, before and after school and during lunch or other breaks. Passing time is considered to be instructional time, and use of electronic signaling devices during passing time is prohibited.

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.

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 as defined above and/or impose disciplinary actions in accordance with Board policy and administrative regulation.

No student will be prohibited from possessing or using a smartphone or other electronic signaling device under the following circumstances:

- 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.

The District 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.

Dress and Grooming

EC 35183, 35183.5; (BP 5132)

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.

The following guidelines apply to all regular school activities:

1. Shoes or footwear must be worn at all times, except when it is clearly appropriate and permitted to go barefoot as when participating in water sports.
2. Clothing and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive.
3. Clothing or jewelry that advocate or depict racial, ethnic, or religious prejudice, or other unlawful acts, or tobacco, drugs, or alcohol are prohibited.
4. Dark glasses may not be worn in classrooms, offices, or other buildings unless a documented, related health problem exists.
5. Clothes must be clean so as not to promote unhealthy or unsanitary conditions.
6. Underwear-type sleeveless shirts/blouses, biker shorts, see-through or fabrics that expose the body in a sexually suggestive manner are not acceptable. All shirts/blouses and other upper garments must cover the torso. Bare midriffs, tube tops, or halter-tops are prohibited, including tops or blouses that show midriff when arms are raised above the head. Openings for neck and arms that expose the body in a sexually suggestive manner are not acceptable. Students in grades 7-12 when attending formal dances may wear strapless gowns/dresses.
7. Dresses, skirts, and shorts must be at least mid-thigh length or 5" above the knee, whichever is longer in length. Jeans that

have rips cannot expose an area that is more than the length allowed for shorts, skirts, or dresses.

8. Pants must be worn with the top around the wearer's waist or hips (NO SAGGING PANTS). Pants may not be worn in such a manner that their bottoms (cuffs) drag along the ground. Pants must be able to stay at the wearer's waist without a belt.
9. Clothing straps must be fastened.
10. Clothing must be worn as its design was traditionally intended.
11. Piercings that create a safety issue are not acceptable.
12. Hair must be clean and groomed.
13. Attire that may be used as a weapon, as determined by school administration, shall not be worn.
14. Students may not display any material or paraphernalia which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school-site policies or rules.
15. Any apparel, hairstyle, cosmetic, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern is prohibited.
16. Every high school and middle school student of this District must have in their possession a valid student identification card when on campus or at school functions.

The following guidelines are specific to head coverings and apply to all regular school activities:

1. Hats, caps, and other head coverings may be worn only outdoors – not inside school facilities, including hallways and foyers – to protect against harmful exposure to the sun. In order to shade the face, head coverings must have brims or bills. Caps or visors must be worn with the bills facing forward, and not to the side or backwards.
2. As with other clothing, head coverings may not bear any of the following: writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive; depictions of drugs, alcohol, or tobacco; or messages that advocate racial, ethnic, gender or religious prejudice.
3. Hats, caps, or other head coverings may also be worn to protect against inclement weather according to the following guidelines. Whenever the current temperature falls below 40 degrees (Fahrenheit), or on rainy days, students may be allowed to wear hooded sweatshirts/coats with hoods pulled up; head coverings specifically designed as rain gear and stocking/knit caps fashioned from yarn. In all other respects, such head coverings must conform to the restrictions that apply to sun-protective coverings, that is, they may not be worn indoors, and they may not bear prohibited designs or inscriptions.
4. Individual schools may limit this authorization to wear head coverings. They may restrict the use of head coverings to only those, which conform with the color or design requirements specified by the school's administration. Students and parents are advised to consult with the administration at the school of attendance in this regard, prior to purchasing or wearing hats, caps, or other head coverings.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for

approval. The Board will approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee will establish procedures whereby parents may choose to have their children exempted from the school uniform policy. Students will not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents so decide.

The Superintendent or designee will ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Sun Protective Clothing/Use of Sunscreen

Students are allowed to wear sun protective clothing, including but not limited to hats, for outdoor use during the school day. Sunscreen may also be used by students, during the school day, without a physician's note or prescription. School sites are authorized to establish a policy regarding the use of sunscreen.

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

The Governing Board has determined that the safety needs of students will be enhanced by the confiscation of clothing and other personal items which bear gang-related symbols, inscriptions, or other markings. Such items will be turned over to the Madera Police Department, which will attempt to obtain parental cooperation in diverting their children from gang involvement. Return of any items so confiscated will be in accordance with the policies and procedures of the Madera Police Department and BP 5145.12 – Search and Seizure.

Accountability for Dress Code Violations

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 this document. 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 this document.
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.

Employee Interactions with Students

EC 44050; (BP 4119.24, 4219.24, 4319.24)

Employees, including independent contractors and volunteers, of Madera Unified are expected to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students both within and outside the educational setting. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate; therefore, employees are not to engage in unlawful or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

In fulfillment of the obligation to ensuring the safety of all students, an employee will not:

1. Engage in harassing or discriminatory behavior towards students, or fail or refuse to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
2. Use profane, obscene, or abusive language against students.
3. Physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student.
4. Initiate inappropriate physical contact.
5. Be alone with a student outside of the view of others.
6. Engage in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.
7. Address a student in an overly familiar manner, such as by using a term of endearment.
8. Single out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
9. Enter into or attempt to form a romantic or sexual relationship with any student.
10. Visit a student's home or invite a student to visit the employee's home without parent consent.
11. Send or accompany students on personal errands unrelated to any legitimate educational purpose.
12. Transport a student in a personal vehicle without prior authorization.
13. Maintain personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent or the principal. Employees are to use District-issued equipment or technological resources when communicating electronically with students. Employees must not communicate with students through any medium that is designed to eliminate records of the communications.
14. Socialize or spend time with students outside of school-sponsored events, except as participants in community activities.
15. Create or participate in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
16. Invite or accept requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business.

17. Intrude on a student’s physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.
18. Encourage students to confide their personal or family problems and/or relationships.
19. Disclose personal, family, or other private matters to students or share personal secrets with students.

An employee who observes or has evidence of another employee’s inappropriate conduct must immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect must file a report pursuant to the District’s child abuse reporting procedures as detailed in AR 5141.4 – Child Abuse Prevention and Reporting.

Any reports of employee misconduct will be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy will be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee will notify local law enforcement as appropriate. An employee who has knowledge of, but fails to report, inappropriate employee conduct may also be subject to discipline. Immediate intervention will be implemented when necessary to protect student safety or the integrity of the investigation.

The District prohibits retaliation against anyone who files a complaint against an employee or reports an employee’s inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the District’s complaint process will be subject to discipline.

Child Abuse and Neglect Reporting

PC 11164 et seq.; (BP 5141.4)

Madera Unified is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation (as defined in PC 11165.1)
3. Neglect of a child (as defined in PC 11165.2)
4. Willful harming or injuring of a child or the endangerment of the person or health of a child (as defined in PC 11165.3)
5. Unlawful corporal punishment or injury (as defined in PC 11165.4)

Child abuse does not include:

1. A mutual fight between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their

employment

3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
 - To stop a disturbance threatening physical injury to people or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within control of a student
 - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning
4. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by a student
5. Homelessness or classification as an unaccompanied minor

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal. Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies. Parents also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. To report abuse or neglect, call the 24-hour hotline for the Madera County Protective Services (CPS) at (559) 675-7829 or (800) 801-3999.

Reports of suspected child abuse or neglect must include, if known:

1. The name, business address, and telephone number of the person making the report and, if applicable, the capacity that makes the person a mandated reporter
2. The child’s name and address, present location, and, where applicable, school, grade, and class
3. The names, addresses, and telephone numbers of the child’s parents
4. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
5. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

Whenever a representative of a government agency investigating suspected child abuse or neglect, or CPS deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child’s home or out-of-home care facility. The child will be given the choice of being interviewed in private or in the presence of any school employee or volunteer aide selected by the child. If a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the principal will not notify the parent, but rather will provide the peace officer with the address and telephone number of the child’s parent. It is the responsibility of the peace officer or agent to notify the parent of the situation.

For parents’ guides and other resources, visit the CDE webpage at <https://www.cde.ca.gov/ls/ss/ap/>.

Safe Storage of Firearms

EC 48986, 49392

Seventy-four percent of children know where their parents’ firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These

incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Parents are responsible for keeping firearms out of the hands of children and should evaluate their own personal practices to assure that every member in the family is in compliance with California law. (*Note: A county or city may have additional restrictions regarding the safe storage of firearms.*)

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220)

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent/guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
- Finally, a parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sex Offender/Megan's Law Notification

PC 290 et seq.; (BP 3515.5)

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

Whenever the District is advised by a local law enforcement agency of the need to take some kind of action due to the presence of a registered sex offender, the District will respond as directed or advised by the law enforcement agency. Parents requesting information about sex offenders in the community should either access the Megan's Law website or contact local law enforcement agencies such as the Madera Police Department or the Madera County Sheriff's Department.

Duty Concerning Student Conduct

5 CCR 300; EC 44807, 35291, 35291.5; (BP 5131)

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.

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

Disciplinary Accountability

5 CCR 353; EC 48807.5, 48900.5, 49001; (BP 5131, 5144.1)

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, 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.

In lieu of suspension from school, students may be assigned to on-campus suspension, community service, Saturday school, counseling, an anger management program, and/or after school detention.

Students may be detained for after school detention for disciplinary reasons up to one hour after the close of the maximum school day. When assigning detention within the school day at the elementary level, all students must be allowed to have 30 minutes of unstructured recess time per day. This unstructured time cannot be during physical education time and must occur outdoors if weather permits. The 30 minutes of unstructured recess time can be a combination of time at morning break and lunch.

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.

Grounds for Suspension and Expulsion

EC 48900 et seq.; (BP 5144.1)

The Governing Board 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 serve as 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.

Suspension from school means 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. A student will not be suspended or expelled for any acts listed below unless that act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

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

The following are grounds for which a student in kindergarten through grade 12 may be suspended or expelled:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. 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 it as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. 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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. 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.

18. 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.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person.

20. 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.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include:

1. 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.

2. 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.

3. 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.

Students may not be suspended from school nor expelled from the District for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Suspension from Class by a Teacher

EC 48910; (BP 5144.1)

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from their class for the remainder of the day and the following day for any act listed in “Grounds for Suspension and Expulsion” above. A teacher also may refer a student to the principal or designee for consideration of suspension from school.

As soon as possible, the teacher will ask the student’s parent to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator will attend if either the parent or teacher so requests.

A student suspended from class may not be returned to class during the period of suspension without approval of the teacher of the class and the principal. During this period of suspension, the student will not be placed in another regular class; however, if the student is assigned to more than one class per day, they may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. The teacher may require the student to complete any assignments and tests missed during the suspension.

Requirement of Parent School Attendance

EC 48900.1; (BP 5144.1)

The parent of a student suspended by a teacher for any of the following reasons, may be required by the teacher to attend a portion of a school day in the classroom from which the student was suspended:

- EC 48900(i) – committed an obscene act or engaged in habitual profanity or vulgarity
- EC 48900(k) – disrupted school activities or willful defiance

If the teacher imposes this requirement, the principal will send a written notice to the parent stating that attendance by the parent, who is actually living with the student, is pursuant to law. The notice will also ask the parent to meet with the principal after the visit and before leaving the school campus. Per LC 230.7, employers are not allowed to apply sanctions against the parent for complying with this requirement if the parent has given reasonable notice to their employer.

Suspension from School

EC 48911; (BP 5144.1)

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present

their version and evidence in their defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student’s right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. A parent of a student suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if they determine, following a meeting in which the student and the student’s parent were invited to participate, that the student’s presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to an administrator or a school site designee who did not issue the suspension.

Assignments and Tests During Suspension

EC 48913, 48913.5 (BP 6154)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student who has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student’s parent or other person holding educational rights makes a request to the teacher. Whenever homework assignment that is requested and turned into the teacher either upon the student’s return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student’s overall grade in class.

Expulsion Recommendations and Decisions

EC 48915, 48918; (BP 5144.1)

A student found to have committed any of the following acts will immediately be suspended from school and recommended for expulsion:

1. Possessed, sold, or otherwise furnished a firearm.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance.
4. Committed or attempted to commit a sexual assault or committed a sexual battery.
5. Possession of an explosive.

For all other acts, a decision to recommend a student for expulsion must be based upon a finding of either or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

A student who is recommended for expulsion is entitled to a hearing conducted by an administrative hearing panel of three or more certificated persons, none of whom are members of the Board or employed on the staff at the school in which the student is enrolled. A decision to expel may only be made by the Governing Board. The Board's decision to expel, even if the expulsion order is suspended, can be appealed to the Madera County Board of Education within 30 calendar days following the decision of the MUSD Board.

Involvement of Law Enforcement

EC 48902; (BP 5144.1)

The principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Dangerous Objects

EC 48902, 49331, 49393; (BP 5131.7)

Students are prohibited from possessing weapons, imitation firearms, or other dangerous instruments on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school. Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the District. 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.

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Liability for Minor Child's Acts

EC 48900(u), 48904; (BP 3515.4, 6161.2)

Parents may be held financially liable if their student 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 student upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The liability of the parent will not exceed ten thousand dollars (\$10,000), adjusted annually for inflation. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

Loss of Privileges

(BP 5127, 6145)

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 "Non-Privilege List". 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.

Students on Suspension, Recommended for Expulsion, or on Suspended Expulsion Order

A student who has been suspended is automatically placed on the Non-Privilege List and may not participate in privileged activities during the period of suspension. A student suspended and recommended for expulsion is automatically placed on the Non-Privilege List and may not participate in privileged activities during the duration of the student's extended suspension pending an expulsion hearing; a decision to remove the student from the List will be determined by the outcome of the expulsion hearing. An expelled student whose expulsion order has been suspended may only participate in privileged activities if expressly permitted to do so by the administration of the school of attendance.

Failure to Return District Property

A student who fails to return loaned District property when return is due, other than a uniform loaned for participation on a District sports or other team, may be placed on the Non-Privilege List and may not participate in privileged activities until the District property is returned or the student or the student's parents reimburse the District for the value of the loaned District property.

A student who was loaned a uniform for participation on a District sports or other team, and who fails to return the loaned uniform when return is due, may be denied participation on the

subsequent District sports or other team in which the student desires to participate until the student returns the previously loaned uniform or the student or the student's parents reimburse the District for the value of the loaned District property.

Failure to Pay a Lawfully Imposed and/or Agreed Upon Financial Obligation

A student who fails to pay a lawfully imposed and/or agreed upon financial obligation may be placed on the Non-Privilege List and may not participate in privileged activities.

Notice of Privilege Revocation

For purposes of the denial of participation in privileged activities based upon a student's suspension or an extended suspension pending expulsion, revocation of the right to participate in privileged activities is effective immediately upon the issuance of the suspension.

There is no appeal right with regard to revocation of the participation in privileged activities related to a suspension, extended suspension pending expulsion, or suspended expulsion order. Any challenge or appeal to the suspension, extended suspension, or suspended expulsion order underlying a revocation of participation in privileged activities is governed by the procedures and requirements set forth in BP 5144.1 – Suspension and Expulsion/Due Process or school rules.

Prior to denial of a student's participation in privileged activities because of their placement on the Non-Privilege List for failure to return District property or failure to pay a lawfully imposed and/or agreed upon financial obligation, the student and the student's parent will be made aware of the grounds for such denial by written notice and will be given an opportunity to respond. The notice must be provided two weeks in advance of

the first privileged activity for which the student will be denied participation.

The notice will provide the student and the student's parent information regarding the opportunity to meet with the principal in advance of the revocation of the student's right to participate in privileged activities. The notice will also provide the student and the student's parent information regarding the means whereby they may appeal any final decision by the school site principal to revoke the student's ability to participate in privileged activities.

Appeal of Decision to Revoke Privileges

Upon the school site principal's final decision to revoke a student's ability to participate in privileged activities, the student and the student's parent have the right to appeal the decision to the District's Area Assistant Superintendent or designee by mail or by telephone. Upon receiving a request for an appeal, the Area Assistant Superintendent or designee will schedule a meeting within 10 school days to meet with the student and the student's parent regarding the appeal.

The purpose of appeal meeting is to discuss the causes, the duration, the school policy involved, and other matters pertinent to the revocation of the student's ability to participation in privileged activities, and to provide the student and the student's parent an opportunity to explain why such a revocation is improper.

The Area Assistant Superintendent or designee will provide written notice of their decision regarding the student's appeal of the revocation of participation in privileged activities within three school days following the appeal meeting.



MADERA UNIFIED SCHOOL DISTRICT – SCHOOL SITE LISTING

<i>Elementary Schools (K-6)</i>		<i>Junior High Schools (7-8)</i>	<i>High Schools (9-12)</i>
<p>John Adams 1822 National Avenue 674-4631 ♦ Fax: 674-3867 <i>Laura Quiroz</i></p> <p>Alpha 900 Stadium Road 661-4101 ♦ Fax: 673-0931 <i>Jennifer Burns-Sauceda</i></p> <p>Berenda 26820 Club Drive 674-3325 ♦ Fax: 664-9716 <i>Lori King</i></p> <p>Cesar Chavez 2600 East Pecan Avenue 664-9701 ♦ Fax: 664-9716 <i>Megan Imperatrice</i></p> <p>George Washington 509 D South Street 674-6705 ♦ Fax: 674-7386 <i>Adalberto Hernandez</i></p> <p>James Madison 109 Stadium Road 675-4630 ♦ Fax: 661-8397 <i>Cindy Peña</i></p> <p>James Monroe 1819 North Lake Street 674-5679 ♦ Fax: 674-3008 <i>Frank Espinosa</i></p>	<p>Lincoln 650 Liberty Lane 675-4600 ♦ Fax: 674-3061 <i>Robyn Royston</i></p> <p>Millview 1609 Clinton Street 674-8509 ♦ Fax: 674-9683 <i>Erik Lowry</i></p> <p>Nishimoto 26460 Martin Street 664-8110 ♦ Fax: 664-8348 <i>Erin Falke</i></p> <p>Parkwood 1150 East Pecan Avenue 673-2500 ♦ Fax: 673-9822 <i>Denise Munoz</i></p> <p>Pershing 1505 East Ellis Street 664-9741 ♦ Fax: 9756 <i>Amanda Musso</i></p> <p>Sierra Vista 917 East Olive Avenue 674-8579 ♦ Fax: 674-1503 <i>Jamie Huerta</i></p> <p>Virginia Lee Rose 1001 Lilly Street 662-2662 ♦ Fax: 673-3642 <i>Nicole Sorensen</i></p>	<p>Jack G. Desmond 26490 Martin Street 664-1775 ♦ Fax: 664-1308 <i>Brad Holck</i></p> <p>Martin Luther King Jr. 601 Lilly Street 674-4681 ♦ Fax: 674-4201 <i>Alejandro Juarez</i></p> <p>Thomas Jefferson 1407 Sunset Avenue 673-9286 ♦ Fax: 673-6930 <i>Amanda Garcia</i></p>	<p>Madera High 200 South L Street 675-4444 ♦ Fax: 675-4531 <i>Robyn Cosgrove</i></p> <p>Madera South 705 West Pecan Avenue 675-4450 ♦ Fax: 675-9985 <i>Jennifer Thao</i></p> <p>Matilda Torres 16645 Road 26 416-5909 ♦ Fax: 674-5909 <i>Sabrina Rodriguez</i></p>
		<i>Additional School Options</i>	
		<p>Pre-School Department 1816 Howard Road, Suite 1 675-4490 ♦ Fax: 675-3655 <i>Brenda Naranjo, Director</i></p> <p>Furman Independent Study (K-12) 955 West Pecan Avenue 675-4482 ♦ Fax: 675-3811 <i>Michelle Angus</i></p> <p>Madera Technical Exploration Center (8) 955 Lilly Street 416-5935 <i>Jill Derkalousdian</i></p> <p>Ripperdan Community Day School (7-12) 26133 Avenue 7 674-0059 ♦ Fax: 674-7422 <i>James Jackson</i></p>	
<i>Elementary Schools (K-8)</i>			
<p>Dixieland 18440 Road 19 673-9119 ♦ Fax: 673-8232 <i>Jesus Navarro</i></p> <p>Eastin-Arcola 29551 Avenue 8 674-8841 ♦ Fax: 674-2566 <i>Danene Guglielmana</i></p>	<p>Howard 13878 Road 21½ 674-8568 ♦ Fax: 673-5882 <i>Jeff Dailey</i></p> <p>La Vina 8594 Road 23 673-5194 ♦ Fax: 673-9091 <i>Nicole Lack</i></p>	<p>Mountain Vista Continuation (9-12) 1901 Clinton Street 675-4580 ♦ Fax: 675-4568 <i>Matthew Tobin</i></p> <p>Madera Adult Education 2037 West Cleveland Avenue 675-4425 ♦ Fax: 675-4562 <i>Ara Keledjian</i></p>	

Note: The name of the principal for each school is listed in italics. The area code for all telephone and fax numbers is (559).

AREA ASSISTANT SUPERINTENDENT – DESIGNATED AREAS

The Office of the Area Assistant Superintendent (AAS) plans, coordinates and supervises the leadership and operation of schools in accordance with California state laws and District policies and regulations to promote effective and efficient leadership with the development, achievement, and maintenance of quality educational programs. The AAS office is organized into three Designated Areas which are supervised by an Area Assistant Superintendent. The schools within each Designated Area (or color pyramid) are organized based on their feeder pattern in the District.

OUR VISION is for every school to meet the needs of all students by providing a positive learning environment and empowering them to live long healthy lives with the widest array of career opportunities.

OUR MISSION is to create and sustain a culture enabling our school sites to implement the district’s educational program through ongoing collaboration with stakeholders to continuously improve student outcomes and college and career readiness.

ANTHONY CATALAN <i>Administrative Assistant: Gloria Toscano (559) 675-4500 ext. 244</i>	MAY MOUA, Ed.D. <i>Administrative Assistant: Irma Rios (559) 675-4500 ext. 246</i>	CARRY GASSETT <i>Administrative Assistant: Denise Anderson (559) 675-4500 ext. 286</i>
Madera High School	Madera South High School	Matilda Torres High School
Ripperdan Community Day School	Martin Luther King Jr. Middle School	Duane E. Furman Independent Study K-12
Thomas Jefferson Middle School	Alpha Elementary School	Mountain Vista High School
John Adams Elementary School	Cesar Chavez Elementary School	Jack G. Desmond Middle School
Lincoln Elementary School	Eastin Arcola Elementary School	Berenda Elementary School
James Madison Elementary School	La Vina Elementary School	Dixieland Elementary School
George Washington Elementary School	Millview Elementary School	James Monroe Elementary School
Howard Elementary School	Parkwood Elementary School	Nishimoto Elementary School
Madera Adult School	Sierra Vista Elementary School	John J. Pershing Elementary School
	Virginia Lee Rose Elementary School	Madera Technical Exploration Center

Office of the Area Assistant Superintendent
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