

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

#### Risk Factors Associated with Type 2 Diabetes

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 US 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 and youth 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 grown in girls
- High blood pressure or abnormal blood fat levels

#### Type 2 Diabetes Prevention 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 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 fasting 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.

## INSTRUCTION

#### **School Accountability Report Card**

Education Code Section 3526 requires that school districts develop a School Accountability Report Card (SARC) for each school in the district. These report cards provide a variety of data to allow the public to evaluate and compare schools in terms of student achievement, environment, resources and demographics. The 2016-2017 School Accountability Report Cards (English and Spanish), which were published during the 2017-2018 school year, and are the most current available may be found on the Madera Unified School District website and each school's individual website.

Parents/guardians may request a hard copy of the School Accountability Report Card from their school site principal.

#### **Minimum Day Schedule**

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

#### **Review of Curriculum**

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

#### **Advanced Placement Examination Fees**

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

#### **College Admission Requirements and Higher Education Information** University of California/California State University (UC/CSU) Minimum College Admissions Requirements:

If you are interested in entering the University of California or California State University as a freshman, you will need to complete a minimum of 15 college-preparatory courses ("a-g" courses) with a grade "C" or better. The course subject requirements are:

"a-g" Courses	Subject	CSU/UC Requirements
<b>a</b>	History/Social Science	2 years required (World History, United States History, Civics)
<b>b</b>	English	4 years required
<b>c</b>	Mathematics	3 years required (Math I, Math II, Math III, Statistics & Probability) 4 years recommended
<b>d</b>	Laboratory Science	2 years required (The Living Earth, Chemistry in Earth Systems, or Physics of the Universe), 3 years recommended
<b>e</b>	Language Other Than English	2 years required
<b>f</b>	Visual and Performing Arts	1 year required
<b>g</b>	College-Preparatory Elective	1 year required

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

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

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

Career Technical Education (CTE): CTE is offered by the District as career and workforce preparation for high school students, preparation for advanced training, and upgrading of existing skills. CTE provides high school students 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.

Students are encouraged to meet with a counselor to discuss program that will meet college admission requirements or enroll in career technical education courses.

#### Madera Unified School District Career Pathway Charts

**www.maderacte.com**

#### 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 California Community Colleges, 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.

California community colleges 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 California Community College system. It offers links to all of the California Community Colleges.

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

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

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

Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

#### Information Regarding Individual Student Reports on Statewide Assessments:

Parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

#### Limited English Proficient Students:

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

#### **Families in Transition (FIT)**

Madera Unified School District believes that all children should have the opportunity to receive appropriate educational services. All children residing within Madera Unified School District shall have immediate access to district schools and services. Children identified as FIT under the Federal McKinney-Vento Act have educational rights. (Education Code 48850 – 48859)

The McKinney-Vento Act defines homeless children as youth between the ages of 4-18 years old, who lack a fixed, regular, and adequate nighttime residence and may: live in a hotel or motel; live in a shelter or transitional housing; live in an abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings; share housing with another family due to loss of housing, stemming from financial hardship; live in a trailer park or campsite due to the lack of adequate living accommodations; are abandoned at a hospital; are placed by the state in an emergency shelter are migratory, runaway or abandoned children that qualify as FIT because they are living in circumstances described above.

#### **Foster Youth**

Madera Unified School District recognize youth in foster care. Foster Youth Services (FYS) provides support to Foster students who have been displaced from family and school. FYS ensure that health and school records are obtained to establish appropriate placement. Madera Unified School District provides comprehensive services to improve attendance, educational achievement, and socioemotional well-being.

#### Identified Student Groups Graduation Options:

- Foster and homeless youth as well as, Migrant students, newcomers, children of active military of parents/guardians or students who may have been incarcerated in California have special rights to help them remain on track for high school graduation. Under Assembly Bills 167/216/1806 (AB 2121, AB 365, AB 2306, AB 167/216/1806), identified students who qualify and are off track for high school graduation and transfer after their second year of high school, maybe eligible to graduate by completing the minimum state requirements. This includes completing 13 year-long courses.
- Graduate by completing state requirements and accept AB 167/216/1806/2121/365/2306 eligibility. Please note that there are advantages and disadvantages to graduating under these assembly bills. While a student may graduate with classmates and receive a regular diploma, they may sacrifice important learning opportunities that are necessary to succeed in high education and employment. Students who graduate under AB 167/216/1806 may not be eligible to apply directly to a California State University (CSU) or University of California (UC) school.

Referral to the District Liaison for certification can occur by self-referral, school site or agency.

For further information, please contact:

Madera Unified School District  
Student Services Department  
Telephone: 559-675-4500

Family Support Specialist  
Program Manager  
1902 Howard Road  
Madera, CA 93637

### **California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act**

California state law, the California Healthy Youth Act, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school or junior high school and once in high school, starting in grade 7.

Students in grade 8 and 10 will be enrolled in a 9-week health class designed to assist children in coping with both the pressures of entering adolescence and the changes they are experiencing within themselves. (Education Code 51933 and 51934)

Instruction must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. Instruction must be medically accurate, age-appropriate and inclusive of all students. It must include the following:

- Information about HIV and other sexually transmitted infections (STIs), including transmission, FDA approved methods to prevent HIV and STIs, and treatment.
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs, and information about value of delaying sexual activity.
- Discussion about social views of HIV and AIDS.
- Information about accessing resources of sexual and reproductive health care Information about pregnancy, including FDA approved prevention methods, pregnancy outcomes, prenatal care, and the newborn safe surrender law.
- Information about sexual orientation and gender, including the harm of negative gender stereotypes.
- Information about healthy relationships and avoiding unhealthy behaviors and situations.

Curriculum is available for preview upon parent request.

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

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

### **Excuse from Instruction in Health**

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

### **Mental Health Services Available to Students**

California Education Code (EC) Section 215, as added by Assembly Bill 2246 (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LES) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and post prevention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

### **Child Abuse Education**

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

### **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 shall 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 shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

### **Dissection of Animals**

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

### **State Mandated English Language Proficiency Assessment**

State and Federal laws require all school districts in California to administer a test of English language proficiency to pupils in grades TK – 12 whose primary language is not English. In California, the name of the current state test is the English Language Proficiency Assessment for California (ELPAC). The ELPAC Summative Assessment became fully operational on February 1, 2018. The ELPAC Initial Assessment became fully operational in the fall of 2018.

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

- Limited English proficient for classification as an English Learner OR as Initial Fluent English Proficient,
- To determine the students specific level of English Language proficiency, and
- To identify the services necessary for English Learner pupils in the acquisition of enhancing their skills in the areas of listening, speaking, reading, and writing in English.

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

### **English Learner Program**

Parents or guardians of pupils who have identified that a language other than English is spoken in the home as indicated on the first Home Language Survey, filled out when their child entered school, will be notified of the English language proficiency assessment results and of the program placement for their child.

All English Learners shall be provided with English Language Development services unless an opt-out has been granted for an alternative program if an alternative program is available; however, an opt out will not exempt any English Learner from taking the annual state mandated English Language Proficiency Assessment. The child will still be designated as an "English Learner" until all reclassification criteria is met. Parents may request more information from their school site principal.

### **Title I Program Participation**

Schools may operate as Title I School wide if the school receives Title I funds and has at least 40 percent of the students from low-income families. All schools in the Madera Unified School District meet the requirement and function as Title I School wide. In order to improve the academic achievement of students from economically disadvantaged families, the district shall use 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 shall develop a written parent involvement policy in accordance with 20 USC 6318 and hold an annual Title I Public meeting to inform parents of their program. Furthermore, any participating school shall develop, annually review, and update 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. (Education Code 64001; 20 USC 6314)

### **School Site Council Definition**

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

### **Student Information Gathered from Social Media**

If the Superintendent determines that school and/or pupil safety would be best served by a plan to gather and maintain social media information pertaining directly to school or to pupil safety, the Superintendent or designee may adopt a plan to do so from the social media of any district student, provided that the district first notifies students and parents/guardians 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. (Education Code 49073.6)

### **Student Use of Technology**

#### **Acceptable Use Policy (AUP) - Definitions**

##### Purpose

The purpose of this policy is to outline rules governing student and employee use of district and school data communication networks, the intranet, and internet safety and to provide for education about appropriate online behavior, including interacting with other individuals on social networking sites and cyberbullying awareness and response.

The Internet and other online resources are provided by the district to support the instructional program and to further teaching and learning. The use of the Internet must be to support education and research in accordance with the educational objectives of Madera Unified School District.

##### Legal Basis

1. Reference: Administrative Regulation 4040; Education Code sections 51870-51874; California Penal Code sections 313 and 502; Children's Internet Protection Act H.R. 4577; United States Code Title 18 sections 1460-2246, and 2256; 47 United States Code section 254(h); Public Law 106-554.
2. Access to Harmful Matter. Education Code requires school districts that provide students with access to the internet or to an online service to adopt a policy regarding access to sites that contain or make reference to harmful matter as defined in Penal Code section 313 subdivision (a). "Harmful matter" means that, taken as a whole, the predominant appeal of which to the average person, applying contemporary standards, is to prurient interest (i.e., a shameful or morbid interest in nudity, sex, or excretion); matter which taken as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and matter which taken as a whole is utterly without redeeming social importance for minors.

3. Children's Internet Protection Act (CIPA) Compliance. It is the policy of the district to:
  - a. Prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications;
  - b. Prevent unauthorized access or other unlawful online activity;
  - c. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
  - d. Comply with the Children's Internet Protection Act (CIPA), Public Law 106-554 and 47 United States Code section 254(h).

District data: 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 computer/system: 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.

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

Technology protection measure: A specific technology that blocks or filters internet access to visual depictions that are:

1. Obscene, as the term is defined in United States Code Title 18 section 1460;
2. Depicts, describes, or represents in 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
3. Harmful to minors.  
Harmful to minors: Any picture, image, graphic image file, or other visual depiction that:
  - a. Taken as a whole and with respect to minors, appeals to a prurient interest to nudity, sex or excretion;
  - b. Depicts, describes, or represent 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
  - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual act, sexual contact: As defined in United States Code Title 18, section 2246.

Minor: For the purposes of this procedure, any individual who has not attained the age of 18.

Child pornography: As defined in United States Code Title 18 section 2256.

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

Obscene: As defined in United States Code Title 18, section 1460.

##### Prohibited Use

Users of the district's computers, systems and network are prohibited from: Transmission of:

- Any material in violation of any federal or state law.
- Any information that violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.
- Using the system to threaten, intimidate, harass, or ridicule other people.

- Using the district's IT resources to store, display or disseminate child pornography. Any such use must be reported to an administrator or school resource officer.
- Accessing, posting, submitting, publishing, or displaying 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<sup>4</sup>, sexual orientation, age, disability, religion, or political beliefs.
- Using the system to encourage the use of drugs, alcohol, or tobacco.
- Promoting any unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
- Using vulgar or any other inappropriate language.
- Disclosing, using, or disseminating personal identification information (including but not limited to personal addresses, phone numbers) without authorization or in violation of any applicable law.
- Disclosing, using or disseminating information about any student in violation of Family Education Rights Privacy Act (FERPA).
- Attempting to harm or destroy district equipment or system performance.
- Attempting to harm or destroy another person's data or manipulate the data of any other user, including so-called "hacking."
- Attempting to upload or create computer viruses or other malicious software.
- Attempting to gain access to unauthorized resources or entities.
- Sharing passwords or using an account assigned to another user.
- Attempting to bypass security measures whether or not this action causes additional harm.
- Attempting to interfere with another user's ability to use or access the district's computers, systems or network.
- Attempting to read, delete, copy, and modify another user's files without authorization.
- Attempting to use another individual's identity.
- Using the district's computers, systems or network to engage in commercial or other for-profit activities.
- Perform activities that interfere with the ability of students/staff members to use the district's technology resources or other network connected services effectively.
- Using the district's computers or network in violation of any aspect of this or another district policy.

#### Personal Use of District Computing Resources

Personal use of district systems and network resources 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.

#### Etiquette

The use of the district's data communications networks requires that users abide by accepted rules of network etiquette. These include, but are not limited to:

- Be polite. Do not send abusive, inflammatory, or obscene messages to others. Use language that is appropriate for an educational setting.
- Respect privacy. Do not reveal personal information about students or staff.
- Be considerate. Do not use the network in a way that would disrupt the use of the network by other users.

#### Cyberbullying and Harassment

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 (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. Cyber-bullying may include but is 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.

#### 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 e-mail communications. E-mail account names and/or addresses may not be altered to impersonate another individual or to create a false identity.
- This district retains the copyright to any material deemed to be district data. Use of district data sent as e-mail messages or as enclosures will be in accordance with copyright law and district standards.

#### Responsibilities

Be aware that the use of the Internet is a privilege, not a right. Users should adhere to the following:

- Be aware that inappropriate use may result in loss of privilege.
- Minimize personal use.
- 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.
- Staff should notify a system administrator of any security problem or abuse.
- Use Internet etiquette when sending electronic mail (e-mail).
- Be aware that email is not guaranteed to be private.
- Keep personal account numbers and passwords private and only use the account to which she/he has been assigned.
- Students should report any inappropriate/questionable email contacts, access to chat rooms or inappropriate websites, misuse of the system, or any security problem to a teacher or the principal.

#### Filtering/Protection Measures

Madera Unified School 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 Madera Unified School 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 Madera Unified School District denies any responsibility for the accuracy or quality of information obtained through its Internet facilities. All users need to consider the source of any information they obtain, and evaluate how valid that information may be.

(Cf. CIPA compliance (Children's Internet Protection Act), Library Access Law).

#### 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, he or she should notify the district's Technology Services or Instructional Technology departments 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 Madera Unified School 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.

(Cf. Penal Code 632–Eavesdropping on or recording confidential communications)

#### FERPA/Personally Identifiable Information

Employees who have or may have access to personally identifiable student records shall 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.

1. 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 the FERPA.
2. 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 this 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.

#### Copyright

Users of the district's network and systems must follow copyright laws at all times. Students should refer all questions regarding copyright concerns to their teacher of 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.

**\*\*Please see Acceptable Use Agreement (AUA) under the Forms Section.\*\***

#### **Course Selection and Career Counseling**

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

Madera Unified School District Course Guide  
[www.courseguide.madera.k12.ca.us](http://www.courseguide.madera.k12.ca.us)

#### **Career Technical Education**

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

#### **Savings for Higher Education**

Parents/guardians are advised of the importance of investing for future college or university education for their children. Investment considerations should include United States Savings Bonds. Additionally, student financial aid and scholarship information is available at each of the high school. Please see your student's guidance counselor for more information. (Education Code 48980(d))

#### **Physical Education Apparel**

Pursuant to guidance issued by the California Department of Education and the Education Code, 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. This year's school site required P.E. uniform includes color and design shorts and color and design shirt, otherwise suitable to be worn outside of school and P.E.

Students may purchase a P.E. uniform compliant with these 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 doesn't bring compliant PE clothes to class "loaner uniforms" are available from the PE 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.

## **STUDENT RECORDS YOUR RIGHTS**

#### **Student Records: Access and Challenges**

**(Education Code 49063, 49069, 34 C.F.R. 99.7, BP 5125, AR 5125.3)**

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

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

- a. Inaccurate.
- b. An unsubstantial personal conclusion or inference.
- c. A conclusion or inference outside of the observer's area of competence.