This publication includes all of the policies of which parents and students should be aware. It is our belief that these school policies create a safe and educational environment for all Madison Warhawks. We expect all students and families to understand and adhere to these policies to ensure a thriving school community that meets the needs of all students and families.
An Official Warhawk Welcome

Principal's Welcome
Welcome to James Madison High School. Parents, students and staff play an important part within the Warhawk family. The school year is filled with educational opportunities, access to support and enrichment, and involvement by all the stakeholders. Your student's academic and personal development is our foremost concern. We believe that James Madison High School graduates should not only be college-bound, but college- and career-ready. As parents, you are the first and most enduring teachers in your student's life. There are many steps you can take to support your student's learning. Below are some key actions that will help ensure your student has everything needed to succeed:

- **Track Progress Toward Graduation**: It is never too early to make sure your student is on-track to graduate. You can do this by studying the graduation requirements, talking with your student's teachers and counselors, visiting PowerSchool, and reviewing your student's scores on standardized assessments.

- **Ensuring Regular Attendance**: Studies show that attendance influences graduation rates more than any other factor. As parents, you can promote academic success by talking with your student about the importance of regular attendance and making sure your student is in class every day, ready to learn.

- **Update Emergency Contact Information**: We are responsible for keeping your student safe during the school day and keeping you informed about your student's education. We need to be able to reach you if there is an emergency, if your student is absent from school, or if there is other important information to share.

We hope you find the information and resources in the Student/Parent Handbook useful. We look forward to continuing to work together to help all students thrive.

Wishing you a wonderful school year!
Heather Seaton
Principal

MISSION STATEMENT

To prepare students to be 21st century global citizens by establishing a positive trajectory for success through a rigorous curriculum and a comprehensive educational experience.

VISION STATEMENT

The vision of James Madison High School is to provide opportunities for students to demonstrate excellence, leadership, postsecondary readiness, and a full understanding of their responsibility to impact social justice through formative learning experiences.

SCHOOLWIDE LEARNER OUTCOMES

Schoolwide Learner Outcomes (SLOs) clarify for the entire school community what students will know, understand and be able to do as they prepare to graduate from high school.

**Excellence**: To surpass others or be superior in some respect or area; to do extremely well in academic, extracurricular and co-curricular participation.

**Social Justice**: The distribution of advantages and disadvantages within a society, consisting of equity, inclusion, cultural awareness and advocacy.

**Leadership**: The ability to guide or influence others within the school and the community.

**Readiness**: The state of being ready or prepared, as for use or action in postsecondary, college, career and the 21st century workplace.
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Key James Madison High School Personnel

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Heather Seaton</td>
<td>3010</td>
<td><a href="mailto:hseaton@sandi.net">hseaton@sandi.net</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Robin Peters</td>
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<td><a href="mailto:rpeters@sandi.net">rpeters@sandi.net</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Michael Salamanca</td>
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<tr>
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<td>Counselor</td>
<td>Michelle Shponix-Rust</td>
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<td><a href="mailto:mfrancescotti@sandi.net">mfrancescotti@sandi.net</a></td>
</tr>
<tr>
<td></td>
<td>a.k.a. Francescotti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
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<tr>
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</tr>
<tr>
<td>Attendance Office Clerk</td>
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<tr>
<td>Registrar/Student Records</td>
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<tr>
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<td>Andrea Lopez</td>
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<tr>
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<tr>
<td>School Clerk/Transportation and VPs</td>
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<td>Student Information Site Tech</td>
<td>Greg Sokil</td>
<td>3039</td>
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</tr>
</tbody>
</table>
NOTICE OF STUDENT NONDISCRIMINATION
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

Reference Board Policy (BP) 5145.3 and Administrative Regulation (AR) 5145.3 for full policies.

STUDENT SEXUAL HARASSMENT POLICY
San Diego Unified School District is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. The superintendent or his/her designee shall ensure that district students receive age-appropriate instruction about their rights to be free from sexual harassment, the district procedure for reporting and investigating complaints of sexual harassment including with whom a complaint should be filed.

The district prohibits conduct that has the purpose or effect of having a negative impact on the individual’s work or academic performance, or that is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, or offensive educational environment.

The district further prohibits sexual harassment that conditions a student's status, progress, benefits, services, honors, program or activities based on submission to such conduct.

Any student who feels that he/she is being, or has been, sexually harassed by a school employee, another student, or a non-school employee at school or at a school-related event, shall immediately contact his/her teacher or any other district employee. An employee who receives such a complaint shall report it in accordance with administrative procedures/regulations.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal and state laws and/or collective bargaining agreements.

The district believes that it can resolve issues of discrimination, harassment, intimidation, and bullying at the school site.

Reference BP and AR 5145.7 and BP and AR 0410 for full policies.

TO FILE A FORMAL COMPLAINT FOR DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING OR SEXUAL HARASSMENT
1. Filing a complaint: A complaint may be filed by a student or parent/guardian by obtaining a copy of the Uniform Complaint Form (BP and AR 1312.3) from the school or the district’s Uniform Complaint Compliance Office or district website. Remedies available outside of the district are listed in this procedure.

2. Investigation: San Diego Unified School District will immediately undertake an effective, thorough, and objective investigation of the harassment and/or discrimination, harassment, intimidation, and bullying allegations and provide a written report within sixty (60) days from the date the complaint is filed. The Superintendent or his/her designee shall ensure that any complaint received is investigated in accordance with district administrative procedures and that school personnel take immediate steps to intervene, when safe to do so, when they witness any act of harassment.

3. Action: When an allegation of sexual harassment is validated by the investigation and disciplinary action is necessary, the superintendent will determine the appropriate course of action, to prevent reoccurrence and follow up with the harassed student, depending upon whether the harasser is a student, staff member or agent of the district. If the complaint of sexual harassment is validated the superintendent and/or designee shall take prompt, appropriate action to end the harassment and to address the effects on the victim.

Complaints will be kept confidential to the extent possible. The person filing the complaint may also pursue action in civil court.

The district prohibits retaliation against any person who complains, testifies, assists or participates in district complaint procedures.

Reference BP and AR 1312.3 for full policies.

A student who has a report or complaint of sexual harassment or of discrimination, harassment, intimidation, and bullying based on sex shall immediately contact his/her teacher or any other district employee. For questions or additional information or if a complaint cannot be resolved at the site level, or at any time the student may contact:

  Lynn A. Ryan, Title IX Coordinator
  Eugene Brucker Education Center
  4100 Normal St., Room 2129
  San Diego, CA 92103
  lryan@sandi.net
  619-725-7225

2/27/19
SECTION I: PREREGISTRATION

JAMES MADISON HIGH SCHOOL ACADEMIC AND PERSONAL HONESTY POLICY

Please acknowledge your review and understanding of the following two policies when you complete the preregistration form in the appropriate section.

Rationale
Student integrity is an extremely important factor in maintaining an academic environment which is fair, and that preserves the dignity of all students. Each student is responsible for helping to keep this environment intact. This policy, developed by James Madison High School staff, students, and parents, is based on the belief that with trust comes the ability to establish productive staff-student-parent relationships. All MHS stakeholders are encouraged to base relationships on this fundamental notion of trust. To violate this trust and respect is a very serious matter.

Cheating, in any form, is not tolerated. Cheating undermines the academic process, shatters a student's integrity, and destroys the trust necessary for a productive relationship and our goal of excellence.

The acts of academic dishonesty outlined in this policy include cheating on tests, fabrication, unauthorized collaboration, plagiarism, theft or alteration of materials, text, assignment avoidance, inappropriate use of online resources, pressure for unsubstantiated grade changes, and knowledge of academic dishonesty.

These acts will be dealt with as stated in this policy, parents will be notified, and a referral may be recorded. Academic and citizenship penalties will occur; and depending on the offense, suspension from school and school activities (e.g., dances, sporting events, prom, senior activities, commencement) may also occur. All students will have due process.

ACADEMIC AND PERSONAL HONESTY POLICY

1. CHEATING: Any intentional giving or using of outside assistance related to an examination, test or quiz, without permission from the teacher, including misuse of any form of technology.
   Consequences:
   1. Receive a "zero" on assignment
   2. Citizenship grade lowered
   3. Parents notified
   4. Additional violations: Discipline referral to administration, parent/student conference with teacher and school official, counselor notified; could receive an F/U in the course for the grading period at the teacher's discretion.

2. THEFT: Any intentional and unauthorized theft, concealment, alteration, or distribution of student, staff or library material.
   Consequences:
   1. Same as cheating
   2. Possible criminal charges
   3. Other school-initiated actions

3. UNAUTHORIZED COLLABORATION: Any collaboration between a student and another person at times or in ways that are not permitted.
   Consequences:
   1. Same as cheating

4. FABRICATION: Any intentional falsification or invention of data, source or other authority in an academic exercise.
   Consequences:
   1. Receive a "zero" on assignment
   2. Citizenship grade lowered

5. PLAGIARISM/ALTERATION: Any intentional use of another person's ideas, words or work as one's own. Plagiarism includes the misuse of published material, material generated by technology, or the work of another student.
   Consequences:
   1. Same as Fabrication

6. TEST/ASSIGNMENT AVOIDANCE: Any pattern of absences on test days for the apparent advantage of better grades.
   Consequences:
   1. Parents will be notified
   2. Continued occurrence may result in forfeiture of make-up opportunities

7. PRESSURE FOR UNSUBSTANTIATED GRADE CHANGES: Any student or parent/guardian request for a grade change other than a change to correct an averaging, recording, or other clerical error.

8. MISUSE OF COMPUTERS: Students are required to sign a school "Network Use Guidelines" form detailing specific offenses deemed objectionable or dishonest.

9. KNOWLEDGE OF ACADEMIC DISHONESTY: Any student who has personal knowledge of a violation of the district policy of academic honesty is to report it to the school authorities. Failure to do so makes a student a party to the cheating and subject to disciplinary action.
SAN DIEGO UNIFIED SCHOOL DISTRICT NETWORK USE GUIDELINES

Reference: Administrative Procedure 4580

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and district networks as part of your student's educational experience. The district's network provides access to the Internet.

Students have access to:

- Information, online databases and news from a variety of sources and research institutions.
- District provided software and public domain-shareware software of all types.
- Variety of web-based and software programs to publish content to the web.
- Collaborative web-based programs for the purpose of project-based learning.
- Online courses and curriculum, academic software and electronic learning resources.
- Electronic mail (e-mail) to access learning resources.
- Discussion groups on a wide variety of topics.

Responsibilities. San Diego Unified School District has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. "Harmful matter" refers to material that, taken as a whole by the average person applying contemporary statewide standards, describes in an offensive way material that lacks serious literary, artistic, political or scientific value for minors. (Penal Code, Section 313)

The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students. San Diego Unified School District takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

Acceptable Use. The purpose of schools having access to district networks and the Internet is to enhance teaching and learning by providing access to 21st century tools and resources, as well as online instruction. Use of another organization's data networks (e.g. cell phone carriers) or computing resources must comply with rules that network, as well as district user policies.

Prohibited Uses. Transmission of any material in violation of any federal, state or district policy is prohibited. This includes, but is not limited to, the distribution of:

a. Information that violates or infringes upon the rights of any other person.
b. Bullying by using information and communication technologies (cyberbullying).
c. Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
d. Advertisements, solicitations, commercial ventures, or political lobbying.
e. Information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
f. Material that violates copyright laws (District Administrative Procedure 7038).
g. Vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code section 502).

Warning: Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or district security administrator may close an account at any time deemed necessary. Depending on the seriousness of the offense, any combination of the following policies/procedures will be enforced: Education Code; district procedures, and school site discipline/network use policy.

Privileges. The use of district networks and the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or district security administrator to deny, revoke, or suspend specific user access.

Network Rules and Etiquette. The use of district networks and the Internet requires that students abide by district rules of network use and etiquette. These include, but are not limited to, the following:

a. Be polite. Do not send abusive messages to anyone.
b. Use appropriate language. In all messages, do not swear or use vulgarity or any other inappropriate language. Note: E-mail and web-based programs are not private and are subject to review by district staff. System operators have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.
c. Maintain privacy. Do not reveal the personal address or phone numbers, personal websites or images of yourself or other persons. Before publishing a student's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
d. Cyberbullying is considered harassment. (Refer to the policies against Discrimination and Harassment in the Facts for Parents handbook, Section A, available on the district website.)
e. Respect copyrights. All communications and information accessible via the network are assumed to be the property of the author and should not be reused without his/her permission.
f. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
VI. **Cyberbullying.** 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. Using personal communication devices or district property to cyberbully someone is strictly prohibited and may result in the cancellation of network privileges and/or disciplinary action. Cyberbullying may also include but is not limited to:

* Spreading information or pictures to embarrass;
* Heated unequal argument online that includes making rude, insulting or vulgar remarks; * Isolating an individual from his or her peer group;
* Using someone else's screen name and pretending to be that person;
* Forwarding information or picture meant to be private.

VII. **Security.** Security on any computer system is a high priority. If you feel you can identify a security problem on district networks, you must notify the Integrated Technology Support Services (ITSS) either in person, in writing, or via the network. Do not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to district networks and the Internet.

VIII. **Vandalism.** Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

Cellular Telephone and Electronic Signaling Device Policy. Education Code section 48901.5 allows school boards to set policy on the use and possession of cellular telephones and other electronic signaling devices on school campuses. Board of Education Policy H-6980 allows student possession and use of cellular phones, pagers, and other electronic signaling devices on school campuses and school buses, at school-sponsored activities, and while under supervision and control of district employees under the following circumstances:

* All students (K-12) may use these devices on campus before school begins and after school ends.
* Students in high school, grades 9-12, may use them during the lunch period.
* The devices must be kept out of sight and turned off during the instructional program and in the classroom.
* Unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers.

Repeated unauthorized use of such devices may lead to disciplinary action.

*District Procedure: 4580 (Effective: 4/18/95; Revised: 11/15/13)*
Madison High School Online Learning Expectations

In an effort to make our online meetings and synchronous learning as professional and productive as possible, all students must adhere to the following guidelines. Failure to do so could result in an intervention meeting, removal from the online meeting, possible exclusion from future meetings, and/or other disciplinary action according to the Madison High School and San Diego Unified policies and procedures.

Before Online Meetings

☐ Have a plan on how you will communicate with your teacher if you have connectivity issues.
☐ Keep the IT help information available for any technical issues you might have with district devices as teachers are not prepared or available to help with technical issues during synchronous learning.
☐ Be sure to be prepared for your online learning/synchronous class session with any pre-reading or work that was assigned to you complete.
☐ Have your materials ready for your synchronous session.

Preparing Your Learning Environment

☐ Create a schedule and identify a space to complete your synchronous and asynchronous learning activities.
☐ Make sure the background behind you is clean and work-appropriate. Again, anything that could be distracting or offensive to others should not be visible.
☐ Limit unnecessary noises in the background, such as music, television, pets, and/or noisy food or beverages.

During Online Meetings

☐ Follow teacher and other staff directions at all times.
☐ Log into your synchronous session on time and stay logged in for the duration of the class period or until excused by your teacher.
☐ Visible attire during conferences must be appropriate according to the Madison High School and San Diego Unified Dress Code policies and guidelines. Hats are allowed, but any attire which is distracting or offensive is prohibited.
☐ Focus on the learning and activities within your online environment.
☐ Display appropriate classroom behaviors such as sitting at a space like a table or desk (not in bed) with your cell phone put away and your materials for learning within reach.
☐ Student remarks and behavior must be school-appropriate. No profanity, offensive remarks or gestures, inappropriate visual materials, or behavior that detracts from the meeting is allowed.
☐ Students are expected to show respect at all times for the teacher and for fellow classmates. Listen to other perspectives and respect them. Use kind and supportive language.
☐ Use the chat feature as intended - to support learning.
☐ The meetings are a time for getting assistance or learning new material. This is not a time to multi-task by texting/chatting with friends or playing video games.
☐ Take the initiative to attend small group instruction or your teachers' office hours following whole group instruction. If assigned to small group instruction, your attendance in the session is mandatory.
☐ The meetings are restricted to the teachers and students enrolled in the class. School administrators may also choose to view the meeting. Parents or guardians are welcome to look on, but are asked to be passive observers only. No friends (outside of the class) or other family members, such as siblings, should participate or be "on camera" at any time.
☐ Your input and questions are important. However, please limit unnecessary questions, especially off-topic questions. Ask questions and add comments that help your class find clarity and stay on task.

Use of Online Meeting Applications

☐ Sign in to your online meeting using your first and last name.
☐ Keep your video on unless permitted by the teacher to shut it off.
☐ Mute microphone when not speaking.
☐ Wait your turn to speak/contribute.
☐ Use raise hand feature.
☐ Proper text etiquette - refrain from using ALL CAPS or Bold text in the chats and online tasks.
Madison High School Online Learning Citizenship Rubric

**Objective:** The objective of this rubric is to help streamline how teachers at Madison High School assign consistent Online Learning citizenship grades. The intention is that students will be given their citizenship grades by averaging the three categories.

<table>
<thead>
<tr>
<th></th>
<th>Overall Preparedness / Effort</th>
<th>Social Behavior</th>
<th>Collaboration / Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>I am on time and engaged in class and actively participate/listen.</td>
<td>My contributions/chats/interactions with the teachers and peers are focused on the current lesson and task.</td>
<td>I facilitate/initiate meaningfully to group work or discussions.</td>
</tr>
<tr>
<td>Engaged</td>
<td>I have removed/eliminated distractions.</td>
<td></td>
<td>I use my camera and the mute function appropriately.</td>
</tr>
<tr>
<td></td>
<td>I attempt/comlete all assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>I show up to class with minimal directions.</td>
<td>I am only engaging with people in my class or group.</td>
<td>I contribute to group work or discussions.</td>
</tr>
<tr>
<td>Go with the flow</td>
<td>I have minimized distractions.</td>
<td>Most of the time, my contributions/chats/interactions with the teachers and peers are focused on the current lesson and task.</td>
<td>I use my camera and mute function.</td>
</tr>
<tr>
<td></td>
<td>I attempt all assignments.</td>
<td></td>
<td>I always attend office hours or small group instruction when asked by my teacher.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>I sign in to class.</td>
<td>I have to be reminded to stay on task.</td>
<td>I collaborate as little as possible in group work or discussions.</td>
</tr>
<tr>
<td>Sometimes</td>
<td>I am distracted.</td>
<td>I am sometimes engaged in side conversations/chats not related to the current lesson and task.</td>
<td>I use my camera and mute function.</td>
</tr>
<tr>
<td></td>
<td>I attempt some assignments.</td>
<td></td>
<td>I have to be reminded to attend office hours or small group instruction.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>I show up to class but am actively doing something off task.</td>
<td>I have to be frequently reminded to stay on task.</td>
<td>I do not do my part in collaborating or contributing to group work or discussions.</td>
</tr>
<tr>
<td>Not Engaged</td>
<td>I attempt very few assignments.</td>
<td>I often have side conversations/chats not related to the current lesson and task.</td>
<td>I need reminders to use my camera and mute function.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I avoid office hours or small group instruction even when assigned by my teacher.</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>I show up to class actively looking to do something else.</td>
<td>I have received written and verbal reprimand/redirection for my behavior.</td>
<td>I do not do my part in collaborating with others and keep others from completing their tasks in class.</td>
</tr>
<tr>
<td>Uncooperative</td>
<td>I do not attempt assignments.</td>
<td>I have not taken appropriate steps to correct my behavior or repair relationships.</td>
<td>I need frequent reminders to use my camera and mute function.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I never attend office hours or small group instruction.</td>
</tr>
</tbody>
</table>
**Madison High School Citizenship Rubric**

**Objective:** The objective of this rubric is to help streamline how teachers at Madison High School assign consistent Citizenship grades. The intention is that students will be given their citizenship grades by landing in two of the three categories associated with each letter.

<table>
<thead>
<tr>
<th></th>
<th>Overall Preparedness and Effort</th>
<th>Social Behavior</th>
<th>Collaboration / Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>Helpful without Direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am prepared for class and help others do so without being asked.</td>
<td>I do not receive reminders for my behavior and redirect classmates without being asked.</td>
<td>I help neighbors, the teacher, and collaborate with others without direction.</td>
</tr>
<tr>
<td></td>
<td>I consistently show sincere effort in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>Helpful with Direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am prepared for class and help others do so when asked.</td>
<td>I rarely receive reminders, but when I do, I respectfully redirect my behavior.</td>
<td>I help my neighbors, the teacher, and collaborate with others when asked.</td>
</tr>
<tr>
<td></td>
<td>I frequently show sincere effort in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Help Myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am prepared for class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I show minimal effort on tasks in class.</td>
<td>When I receive a reminder, I respectfully redirect behavior and receive no more than two warnings per week.</td>
<td>I collaborate as little as possible.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Hinder Myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am often not prepared for class.</td>
<td>I receive more than two reminders a week and sometimes do not redirect behavior.</td>
<td>I do not do my part in collaborating with others.</td>
</tr>
<tr>
<td></td>
<td>I do not put forth effort in class unless prompted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>Hinder myself AND others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am often not prepared for class and distract others.</td>
<td>I have received a referral during this grading period and have not taken appropriate steps to correct my behavior or repair relationships.</td>
<td>I do not do my part in collaborating with others and keep others from completing their tasks in class.</td>
</tr>
<tr>
<td></td>
<td>I do not put forth any effort in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AUTHORIZATION TO RELEASE INFORMATION TO THE PRIVATE SCHOOL/UNIVERSITY/COLLEGE

By completing the appropriate section of the online preregistration form, you are agreeing to the following:

I hereby authorize my student's school to release educational information, including but not limited to Transcripts, Letters of Recommendation, Financial Aid Forms, GPA Verification Forms, Mid-Year Reports and Ranking Status and Disciplinary Records. Communication with these entities may be done verbally, in writing or electronically. I understand that only Private Schools / University / College personnel and their authorized agents will have access to my student's educational record.

PARENT RESTRICTION OF STUDENT'S PARTICIPATION IN FAMILY LIFE, SEX EDUCATION OR HIV PREVENTION CLASSES

August 2020

Dear Parents/Guardians:

State law requires that parents/guardians be notified of any school classes providing instruction in sex education and/or sexually transmitted diseases, including HIV/AIDS. In San Diego Unified School District (SDUSD), Family Life, Sex Education and HIV prevention are required in grades 6, 8 and high school. Programs include information on puberty and reproductive anatomy, relationships, refusal skills, sexually transmitted disease (STDs) and HIV/AIDS. These lessons comply with state education requirements and include:

- Information on the nature of HIV and STDs including methods of transmission.
- Discussion of methods to reduce the risk of HIV and STD infection.
- Information on local resources for HIV testing and medical care.
- Development of refusal skills.
- Discussion of societal views on HIV/AIDS including stereotypes and myths.

If you DO or DO NOT want your child to participate in these lessons, please indicate so in the appropriate section of the online preregistration form.

SDUSD PHOTO/VIDEO/MEDIA RELEASE

Please acknowledge your review and understanding of the Photo/Video/Media Release Policy by completing the appropriate section on the online preregistration form.

Dear Parent/Guardian:

During the school year, our school will hold events that the news media and the district may like to feature. A representative may be on campus to gather photographs and/or video footage highlighting the event and featuring the faces of the San Diego Unified School District. We value your child's participation, and ask for your permission to include him or her. Please indicate by checking the box(es) whether your child has your permission to participate and return your Parent/Student Signature Sheet during Fall Preregistration on August 20 or 21. You may update this form at any time by contacting our main office at (858) 536-0336 x3010.
SCHOOL PARENT COMPACT AND FAMILY ENGAGEMENT POLICY

James Madison High School 2020-2021 SCHOOL PARENT COMPACT

Please complete the appropriate section of the online preregistration form to acknowledge that you have reviewed the School Parent Compact.

James Madison High School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards. Title I funds are utilized for all students. This compact address the following legally required items, as well as other items suggested by parents and family members of students.

This School Parent Compact will be in effect during the 2020-2021 school year.

School Responsibilities

James Madison High School agrees to:

1. **Provide high-quality curriculum and instruction** in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards. Through regular assessments students will be able to demonstrate mastery of standards. Support will be provided to assist students as needed.

   The Madison High School faculty and staff are committed to the goal of providing students with the skills and knowledge necessary to be successful in a post-secondary education program and, ultimately, to embrace life-long learning. Madison stakeholders adopted the following Schoolwide Leamer Outcomes to ensure mastery of these skills and the knowledge necessary to meet this goal.

   **Excellence:** To surpass others or be superior in some respect or area; to do extremely well in academic, extracurricular and co-curricular participation.

   **Social Justice:** The distribution of advantages and disadvantages within a society, consisting of equity, inclusion, cultural awareness and advocacy.

   **Leadership:** The ability to guide or influence others within the school and the community.

   **Readiness:** The state of being ready or prepared, as for use or action in postsecondary, college, career and the 21st century workplace.

2. **Provide ongoing communication** between parents and family members, and teachers through frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participation in their child’s school; and opportunities to observe classroom activities.

   Parents have an opportunity to meet with counselors during student conferences, at the parent’s request, and with counselors during Coffee with the Counselors and the articulation process. All teachers and counselors are also available during fall and spring Open House, during which parents may set up individual appointments with staff. In addition, parents may call or email to schedule teacher/counselor conferences at any time throughout the year.

3. **Provide parents with frequent reports on their child’s progress.**

   Calls are sent every two weeks to parents for students with two or more F’s. Parents of students in danger of being placed on the LOP also receive letters mailed home and a dialer home. Progress reports are provided to parents four times per year by mail and semester report cards are provided to parents twice per year by mail. Parents will also be notified by auto dialer of the date the progress report will be sent home. Teachers may notify parents by email, when students fall behind in academics. Parents may also request progress reports from teachers at any time. The school will provide parent training in how to use PowerSchool.

4. **Provide parents reasonable access to staff.**

   All staff members are required to obtain a district e-mail address and check it at least daily. Also, staff members are required to set up a voice mail box and check it at least daily. Parents and students are provided a course syllabus for each class, which contains all contact information for each teacher.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:

   Parents may visit their student’s class(es) with prior permission of an administrator and teacher, with a 24-hour notice. Several parent organizations, including The Foundation of James Madison High School, the Parent Involvement Committee, School Site Council (SSC), Site Governance Team (SGT), and English Learner Advisory Council (ELAC) welcome new members. These organizations work closely with teachers and administrators and provide many opportunities to volunteer at the school.
6. Provide parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

7. The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children through parent conferences, trainings and other parent meetings, as appropriate. PIQE is offered yearly as a series of trainings to assist parents in becoming active partners in their students education.

8. With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions and how to work with parents and family members as equal partners through staff meetings, staff handbook and other staff communications.

9. The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource fairs, to encourage and support parents and family members in more fully participating in the education of their children.

10. The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand through a parent newsletter mailed home with progress reports and report cards.

11. The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members.

12. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; information and school reports are provided in a format and language that parents and family members can understand.

**Parent Responsibilities**

We, as parents, will support our child’s learning by:

➢ Monitoring and encourage positive attendance.
➢ Making sure that homework is completed and monitor student progress through PowerSchool.
➢ Monitoring amount of outside of school activities (i.e., television, internet, cell phones, video games, etc.) for which my child participates.
➢ Volunteering in my child’s school.
➢ Participating, as appropriate, in decisions relating to my child’s education.
➢ Promoting positive use of my child’s extracurricular time.
➢ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
➢ Serving, to the extent possible, on advisory/decision-making groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, Site Governance Team, or other school advisory groups.
➢ Making every attempt to attend school functions including Open Houses, sporting events, parent workshops and evening performances.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards by:

➢ Doing my homework every day and asking for help when I need it.
➢ Following the positive NEST expectations by being noble, excellent, supportive, and thoughtful while representing Madison.
➢ Reading at least 30 minutes every day outside of school time.
➢ Giving to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
➢ Being responsible to be on time to class, well-rested, and ready to learn with essential tools.
➢ Not using electronics or profanity in the classroom; and also, but not limited to, not possessing drugs, alcohol, tobacco or weapons on school premises.
➢ Discussing my progress reports and report cards with parents.

This policy was adopted by James Madison High School on February 24, 2020 and will be in effect for the period of 2020-21.
**Title I Parent & Family Engagement Policy 2020-21**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- **James Madison High School** has developed a written Title I parental involvement policy with input from Title I parents. During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

The policy describes the means for carrying out the designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at **James Madison High School**, the following practices have been established:

- The school convenes an annual meeting in the fall to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Parents are notified annually of the individual student assessment results by the Research and Evaluation Department. An explanation of the information is available in several languages.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. **James Madison High School** will provide a minimum of five meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
  - Improving communication between the school and home;
  - Discussing current student assessment data and student progress;
  - Providing information about school and district resources for student academic improvement;
  - Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities;
  - Conferencing with teachers;
  - Providing training programs to help parents support and work with their children at home and at school.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I parental involvement policy. During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The school provides parents of Title I students with timely information about Title I programs. The school-wide parent newsletter is e-mailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The school newsletter is used to advertise parent meetings and training sessions offered at **James Madison High School**, the District Advisory Council’s Harold J. Ballard Parent Center, Parent Institute for Quality Education (PIQE), and meetings throughout the district. Every attempt is made to contact parents in the language of the parents.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing timely way of involving parents in the planning, review, and decision-making for improvement of the school.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parental input is welcomed at each SSC meeting, scheduled on the fourth Monday of each month.

**Parent Governance and Involvement Possibilities**

An Invitation from Madison Administration: You are invited to participate in the following established parent/community opportunities at Madison High school. If you are interested in getting involved as a volunteer, member, or an officer, please contact our Parent Volunteer Coordinator at 858-536-0336 x3032 or email gwilliams3@sandi.net. All chairpersons and officers of organizations may be reached through the Parent Volunteer Coordinator. Meetings are publicized in the Daily Bulletin, the Warhawk Whisper and posted on Madison's website at: [http://www.sandiegounified.org/madison](http://www.sandiegounified.org/madison).

**Governance Team**: The Governance Team is an elected committee that meets monthly and works cooperatively to improve the achievement of all students through shared decision-making. It is comprised of representatives from all stakeholder groups.

**School Site Council (SSC)**: This is an elected committee that meets monthly to review school and student performance data and who develop a School Plan for Student Achievement with collaboration and input from other advisory groups. We are looking for parents who are willing to serve for the 2020-2021 school year. SSC Officers for 2020-2021 will be elected at the first meeting.
English Learner Advisory Committee (ELAC): The ELAC is composed of elected members. Ballots are sent to all parents of English Learners for election of officers. The committee's purpose is to advise the principal, staff, and School Site Council regarding issues relating to programs and services for English Language Learners. This committee supports the school's efforts to make parents aware of the importance of school attendance, student achievement, and postsecondary opportunities and advancement.

Foundation of James Madison High School: The Madison Foundation is a service organization dedicated to Madison students, staff, and administration. Its purpose is to enhance the total educational experience and provide ongoing financial support for the academic, extra-curricular and building programs for the school. There are many roles you may play. Everyone is welcome to be involved. (see p. 17)

Madison Community of Schools: This committee, comprised of principals from all the Madison feeder schools and interested parents and community members, meets quarterly on the second Monday of each month at 5:00 p.m. at Madison (room 101) to coordinate events and increase communication and collaboration across the Madison cluster.

Parent Volunteers: Parent volunteers are needed in a variety of capacities. Athletic teams, clubs, and performing arts groups all have parent booster clubs to support their programs. Our Madison volunteers are invaluable. Please visit Madison's website under Parents to learn about opportunities.
SECTION II: ACADEMICS

ACADEMIC HONESTY POLICY
Integrity is highly valued at Madison High. Our Academic Honesty Policy addresses issues of cheating, plagiarism, theft, alteration of materials and test avoidance. All parents/guardians digitally sign that they and their student understand the policy and to demonstrate commitment to honesty and integrity during our online pre-registration process. The policy is located in this handbook on page 6. (Also posted on Madison's website under Student Life.)

DIPLOMA REQUIREMENT
To earn a San Diego Unified School District diploma, a student must meet the "a-g" subject requirements and earn 44 credits. In addition, students must earn a cumulative scholastic grade point average (GPA) of 2.0 in grades nine through twelve. Students who complete subject requirements, but do not meet the overall 2.0 diploma requirement, will be issued a Letter of Completion. See Madison High’s Course Description and Educational Planning Booklet for more detailed information about diploma requirements (available on Madison's website).

GRADE POINT AVERAGE (GPA)
Your grade point average (GPA) is based on "a-g" courses taken in the 10th and 11th grades. California residents with GPA's of 3.0 or above satisfy the minimum scholarship requirement if they achieve a correlating score on college admission exams as indicated in the UC Eligibility Index on the UC website.

GRADUATION CEREMONY PARTICIPATION
To participate in the graduation ceremony and other senior activities, a student must meet all diploma requirements, and earn a citizenship GPA of 2.0 during their senior year. Citizenship and attendance records of senior students are monitored throughout the school year. Eligibility for activities is determined by the grade report issued prior to the date of the activity. Students who have two or more citizenship U's, are involved in a zero tolerance or a major discipline issue, or who have unclesred/ unverified absences are not eligible to participate.

REPORT CARDS
Two semester report cards are issued; the first is mailed home within two weeks after the close of the first semester, and the second report card is mailed home approximately two weeks after the close of school. In addition, every student receives a progress report at six and twelve weeks of each semester. Progress reports do not reflect permanent grades of the students, but are used to help determine the final semester grade and affects extracurricular and co-curricular eligibility.

SCHEDULES
Schedules are released in PowerSchool the morning of the first day of school at the beginning of the school year. For 2020, students will take three semester classes each 9-week quarter. Students will complete six year-long courses during the school year. Counselors meet with individual students throughout the year to review students' transcripts, graduation plans and to discuss courses needed at every grade level to meet and exceed the district's "a-g" graduation requirements.

STUDENT TRANSFER POLICY (Schedule Changes)
Student initiated class changes are minimal and are seldom made after the second week of the semester. Students initiate a change by seeing their counselor before or after school. The change is not complete until the counselor has met with the student, and if necessary, the parent and the teacher. Therefore, students should select their classes thoughtfully and with parent approval. (See p. 28 for more information.).

GRADING POLICIES
Scholarship Grades
A Superior
B Above Average
C Satisfactory
D Below Average
F Failing, no credit
I Work Incomplete
(becomes an F after six weeks)

Regular attendance and participation in classroom activities is expected and recognized as a student's responsibility. It is considered an essential part of the instructional program. Absences can affect a student's grades in scholarship and/or citizenship; students with excessive absences may find it difficult to pass a class. The responsibility for making up work rests with the student, but the teacher will make a special effort to provide an opportunity for the work to be made up in a reasonable amount of time and will give the student assistance. Work missed while a student is truant may not be made up. Citizenship grades are issued in all classes, including Advisory period. Meeting homework deadlines is very important. NOTE: Some teachers may not accept late work, which can affect a student's scholarship grade.

TUTORIAL SUPPORT
Students who need individual support can make arrangements with their teacher for after-school tutoring. Students who need to use a computer/printer for assignments or who simply need a quiet place to study, read, and complete homework can go to the library after school. Homework is an important part of Madison's educational program. Students should have a minimum of 30-minutes of homework for each class.
Graduation Subject Sequence Requirements

Note: These are the MINIMUM requirements for a diploma. They are guided by the state of California and the "a-g" admission requirements for the University of California and California State University systems. Students who are pursuing admission to a four-year college or university will exceed these MINIMUM requirements. Students may take honors, advanced placement, or college levels of these same courses to better prepare for post-secondary education. Two credits are earned in each year-long course. A "B" or better must be earned in each course to remain eligible for UC/CSU. Students who earn a "D" or "F" must repeat the course.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social Studies</td>
<td>3 years of social studies including: World History or World History AP U.S. History (11) or U.S. History AP</td>
</tr>
<tr>
<td>b. English</td>
<td>Government/Economics (12) 4 years of English: 1 semester of American Literature in Grade 11 Note: ESL 5,6 may be used to fulfill one year</td>
</tr>
<tr>
<td>d. Science Recommended for 4 years</td>
<td>3 years of science including: 1 yr. Biology 1 yr. Physics, Physics Adv. Or Green Up and Go 1 yr. Chemistry or Honors Chemistry</td>
</tr>
<tr>
<td>e. Language Other Than English Recommended for 3 years</td>
<td>2 years in the same UC-approved world language course including: Spanish or American Sign Language</td>
</tr>
<tr>
<td>f. Visual and Performing Arts</td>
<td>1 year in the same UC-approved Visual and Performing Arts course including: AP Art; Design and Mixed Media; Video Production; Orchestra; Band; Theatre; Introduction to Design; Technical Theatre; or Ceramics</td>
</tr>
<tr>
<td>g. College Preparatory Electives</td>
<td>No requirement. Students who complete the district's science requirement will have met the UC &quot;d&quot; and &quot;g&quot; requirement.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 years - PE, Athletics, OR JROTC, taken in grade 9 (2 semesters) and in grades 10, 11 and 12 including Marching Band (2 semesters). Note: May be waived from the 4-year state requirement by passing five of the six Fitnessgram (CA physical fitness assessment) standards.</td>
</tr>
<tr>
<td>Electives to Meet 44 Credits</td>
<td>6 semester credits to reach a minimum of 44 credits</td>
</tr>
<tr>
<td>Credits and GPA</td>
<td>44 credits in Grades 9-12 are required with a minimum of a 2.0 GPA in order to earn a diploma.</td>
</tr>
</tbody>
</table>

HOME OF THE WARHAWKS!

Mission
To prepare students to be 21st century global citizens by establishing a positive trajectory for success through a rigorous curriculum and a comprehensive educational experience.

Vision
To provide opportunities for students to demonstrate excellence, leadership, postsecondary readiness and a full understanding of their responsibility to impact social justice through formative learning experiences.

Schoolwide Learner Outcomes
Schoolwide Learner Outcomes (SLOs) clarify for the entire school community what students will demonstrate and be able to do when they graduate from high school.

Excellence: To surpass others or be superior in some respect or area; to do extremely well in academic, extracurricular and co-curricular participation.

Social Justice: To advocate for others, demonstrating equity, inclusion, cultural awareness and advocacy for all groups represented in the Madison community.

Leadership: To guide or influence others within the school and the community.

Readiness: To be ready and prepared for postsecondary options, including college, career and the 21st century workplace.

Grade Level Assignment (beginning of fall semester)
Students with fewer than 10 credits are considered 9th graders.
Students with between 10 and 20 credits are 10th graders
Students with between 21 and 30 credits are 11th graders.
Students with 31 or more credits are 12th graders.
# James Madison High School
## Course Sequence

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (B)</strong></td>
<td>English 1,2</td>
<td>English 3,4</td>
<td>American Lit 1,2</td>
<td>Expository Reading &amp; Writing</td>
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<td>English 3,4 Adv.</td>
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<td>AP English Lit &amp; Comp 1,2</td>
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<td><strong>Mathematics (C)</strong></td>
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<td>PreCal 1,2</td>
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<td>Physics 1,2</td>
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<td>Science Elective</td>
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<td>World History 1,2</td>
<td>US History 1,2</td>
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<td>AP U.S. History 1,2</td>
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<td>Physical Education</td>
<td>***Students who do not pass the Fitness Gram Test must remain in a PE class or sign a waiver.</td>
<td>***Students who do not pass the Fitness Gram Test must remain in a PE class or sign a waiver.</td>
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<td>2 years required</td>
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**NOTE:** Courses in Integrated Math and World Language in grades 7 and 8 will count toward meeting the "a-g" diploma requirements.

**Codes:**
- A= UC a-g History/Social Science 2 years (3 years required for graduation)
- B= UC a-g English 4 years
- C= UC a-g Mathematics 3 years required/4 years recommended
- D= UC a-g Lab Science 2 years required/3 years required for graduation
- E= UC a-g World Language 2 years required/3 years recommended
- F= UC a-g VAPA credit 1 year
- G= UC a-g "G" elective credit 1 year
SECTION III: ATTENDANCE AND BEHAVIOR

ATTENDANCE PROCEDURES
Attendance is important. Students must attend class every day. The school loses state ADA funding when students are absent. To report an absence, the parent or guardian must call the Attendance Office at (858) 536-0336 x3020 (bilingual) or x3021. While office staff is working remotely during online learning, they will still receive voicemail messages. Please leave a detailed message for our attendance office. We must have a phone call from a parent or guardian EVERY day the student is absent. Please make sure your student has plenty of time to get to school in the morning, as period 1 or 2 tardies are highly disruptive to learning. Car trouble, oversleeping, and missing the bus are unexcused tardies. If students arrive late, they report directly to the attendance window at the main office to receive a tardy clearance slip to take to the classroom teacher. Students who are tardy are assigned after-school detention and receive a lower citizenship grade, which can affect eligibility for campus activities, sports and graduation events.

If you must be absent, have your parent or guardian call the Madison Attendance Office, (858) 539-0336 at x3020 (bilingual) or x3021, each day you are not present at school. Remember the responsibility of clearing your absence is up to you and your parent/guardian.

Madison High School Tardy Policy:
• Students who are late to school must check in at the attendance window prior to going to class.
• Students who are tardy are responsible for attending detention.
• are tardy are assigned after-school detention
• Failure to clear tardies will result in you being assigned a Saturday School.
• Failure to serve Saturday School within two opportunities will be referred to a vice principal for further disciplinary action.

INDEPENDENT STUDY CONTRACT
For absences requiring a student to miss five or more school days, parents must contact the attendance office at least two-weeks prior to departure to request a contract. This contract may allow the student to receive homework and attendance credit for days missed. The principal's approval is required. Only students in good standing are afforded this privilege. Family vacations should be limited to publicized school vacation periods.

BEHAVIOR
SEE CITIZENSHIP RUBRIC (p. 11)
SEE NEST EXPECTATIONS (p. 26)

DRESS CODE AND BEHAVIOR EXPECTATIONS
Madison High School students are preparing for college and career readiness; as such, student attire should be in alignment with the expectation that school is a place-of-work for both adults and students. Our student dress code is designed to accomplish several goals:
• Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science labs, physical education, etc.
• Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, religion, cultural observance, household income or body type/size.
• Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or could provoke acts of discrimination or violence.
• Present a positive image to visitors and communicate values to the Madison community.
• Establish a school culture promoting college and career readiness.

Dress Code
• In accordance with State of California regulations, students must wear footwear in school. To ensure the protection of the bottom of the feet, all footwear must have soles. House slippers (bedroom slippers) are not considered safe footwear and are not permitted in school.
• Pajama bottoms, blankets and/or robes are not appropriate school attire and will not be permitted (only exception is during Spirit Week).
• Official Madison High School or solid black hats/headwear may be worn on campus but must be taken off in class if instructed.
• Clothing and accessories (including backpacks, bandanas, binders/folders, gloves, photos, shoes, etc.) that intend to promote or portray gang identification, provocative or suggestive statements/ sexual references, obscenities, drugs, alcohol, tobacco, or other illegal activities are not permitted.
• Undergarments must not be visible. Pants/shorts must fit at the waist without requiring alteration.
• Revealing, low cut or see through clothing exposing the midriff, buttocks, or undergarments are not permitted.
• Strapless tops are not permitted.
• Objects that distract the learning environment such as sunglasses, headphones/earbuds will not be permitted in class. These items should be put away during class time unless directed by teacher for academic purpose.

Dress Code Enforcement
To ensure the effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. No student should be affected by the dress code enforcement because of racial identity, sex assigned at birth, gender (continued p. 21)
identity or expression, sexual orientation, ethnicity, cultural or religion identity, household income, body size/type, or body maturity. Students will only be removed from spaces, hallways, or classrooms as a result of a violation outlined in the dress code. Students in violation of dress code will be provided three (3) options to be dressed to code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day. The office will confiscate “out of code” garment until the end of the day.
- Students will be provided with temporary school clothing to be dressed to code for the remainder of the day. The office will confiscate “out of code” garment until the borrowed garment is returned.
- If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Consequences for Dress Code Infractions

First Offense: If the infraction cannot be corrected in class, the teacher will refer the student to administration, who will instruct the student to follow one of the three options offered to achieve compliance with the dress code. A notification call will go to main contact number for student’s parent/guardian.

Second Offense: Student will be instructed to follow one of the three options offered to achieve compliance with the dress code. Student will receive one detention. A notification call will go to main contact number for student’s parent/guardian.

Third Offense: Student will be instructed to follow one of the three options offered to achieve compliance with the dress code. Student will receive additional disciplinary consequence beyond one detention. A notification call will go to main contact number for student’s parent/guardian. Continued Abuse or Violation of the Dress Code: Repeated defiance. Student will receive additional consequences and may be placed on LOP (Loss of Privileges) list. Parent/guardian conference required in order to obtain confiscated item.

CLASSROOM EXPECTATIONS AND SCHOOL SUPPLIES

Suggested school supplies include a 3-ring binder, binder dividers, pencils, ball point pens, college-ruled paper, erasers, calculator (math teacher can recommend the level), ruler, highlighters, post-it notes, spiral notebook, facial tissues, and backpack/book bag. Please do not bring food or drink to any classes. Taking care of personal grooming during class time is not acceptable. Cooperative, respectful behavior is expected in the classroom.

SOCIALLY RESPONSIBLE BEHAVIOR

The James Madison High School community believes that socially responsible behavior is crucial to improving and maintaining a climate conducive to learning and respect. The Madison High School experience will enhance educational opportunities, prepare students for the workplace and the university and allow all individuals to feel comfortable and secure. Staff, parents and students have developed guidelines for socially responsible behavior during the school day, after school and at all school-sponsored events. Socially unacceptable behaviors include, but are not limited to, the following:

Bus Conduct: The bus driver is in charge at all times. Follow the bus driver’s instructions. Failure to follow instructions will result in disciplinary action. Infractions may result in loss of bus transportation.

Computer Hacking/Viruses/Inappropriate Use: Students must comply with “Internet Usage Policy” distributed and signed each year by students and parents. Computers may not be used until the policy is signed.
Defiance of Authority: All school staff members are in a position of authority on campus and at any school related activity. Direct challenges or verbal abuse toward a staff member will result in disciplinary action.

NOTE: By law, students are required to do what is reasonably asked of them as long as the request does not cause physical or mental danger to them. If a student feels he/she is being treated unfairly, the student should refrain from arguing with the adult and take the appeal to the counselor and/or vice principal at an appropriate time.

Gambling: Playing a game for property, wager or money or to stake something on contingency. Use of cards or dice at school is prohibited.

Harassment: Harassment is unwanted and unwelcome behavior from other students that interferes with another individual’s life. When it is sexual in nature, it is “sexual harassment.” When it is racial in nature, it is a “hate-motivated behavior” or may be a “hate crime.”

 Destruction of Property/Vandalism/Graffiti: Theft and property destruction may result in police action and possible prosecution. Restitution may be required and disciplinary action will be taken. The parent or guardian is legally responsible to pay for any losses due to proven loss or damage to public property caused by the student. Tagging is not allowed on any personal or school property. Permanent markers, paint pens, spray paint, etc. are not to be in a student’s possession. A clean, healthy, and attractive campus is a shared responsibility. In order to provide a safe and attractive environment, the following are unacceptable:
  - Vandalism – defacing of or damage to school or private property, trees, or shrubs
  - Tagging
  - Graffiti
  - Litter – careless or intentional (e.g., paper, cans, gum, etc.)
  - Spitting

Restitution to the school/district will be required. These actions may result in suspension/expulsion and/or denial of attendance at school activities/ceremonies (e.g., dances, games, senior activities, commencement, etc.).

YOUR HELP IS NEEDED TO KEEP OUR CAMPUS CLEAN.

Disorderly Conduct/Disturbing the Peace: Aiding or abetting a fight, inciting or instigating a fight, including video recording, or any other disturbance on campus will result in disciplinary action, and one may also be arrested for a violation of penal code section 415.

Drugs/Alcohol/Steroids: Possessing, using, having consumed or being under the influence of alcohol, narcotics, dangerous drugs, steroids or other controlled substances or intoxicants of any kind violates school and district disciplinary guidelines.

Fighting and Mutual Combat: Actual or attempted injury to another person that occurs during a hostile encounter. Disturbing the Peace-School Grounds: fight or challenges to fight in a public place; Noise: maliciously and willfully disturbing another person by loud or unreasonable noise; Offensive Words: use of words likely to provoke an immediate violent reaction in a public place. (415.5 P.C.) Mutual combat is when parties are willing participants verbally or physically. For school purposes, “self-defense” is not “fighting back.” Self-defense is the prevention of harm by blocking, holding or at best, moving away from a fighter. An “eye-for-an-eye” is considered fighting, not self-defense.

Forgery: Falsely and fraudulently making or altering a document is prohibited and subject to disciplinary actions.

Hate Behavior and Bullying: Negative behaviors that target members of a particular gender, race, ethnicity, religion, sexual orientation, or the mentally or physically challenged are not tolerated. Such behaviors may include, but are not limited to:
  - Name-calling, racial slurs or bigoted epithets.
  - The presence of symbols or words considered offensive to persons of a specific gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged, such as graffiti, slurs or swastikas.
  - Activities historically associated with threats to persons of a specific gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged, such as graffiti, slurs or swastikas.
  - Activities historically associated with threats to persons of a specific gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged, such as graffiti, slurs or swastikas.
  - Activities historically associated with threats to persons of a specific gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged, such as graffiti, slurs or swastikas.
  - The posting or circulation of demeaning jokes or caricatures based on negative stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation or mental or physical challenges.
  - The defacing, removal, or destruction of posted materials, meeting places, memorials, etc. associated with specific gender, race (i.e., white pride, brown pride, etc.), ethnicity, religion, sexual orientation or mental or physical challenges.
  - Victim belief that the incident was motivated by bias against him/her as a member of a specific gender, racial, ethnic, religious, sexual orientation or mentally or physically challenged group.
  - Perpetrator explanation/defense of incident involving exalting own gender, race, ethnicity, religion, sexual orientation, mental or physical status and/or includes statements demeaning victim group.
  - The presence of literature and/or posters or references to an organized hate group.
Hazing: Hazing in any form or that which targets a specific group of students (e.g. Freshmen), including initiation that is degrading, is strictly forbidden by California State Law. No student shall conspire to engage in hazing, participate in hazing or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or dis-grace resulting in physical or mental harm to any fellow student or other person. Persons violating this policy shall be subject to District discipline and misdemeanor penalties.

Inappropriate Displays on Personal Property: Graffiti, tagging, and anything that might be considered divisive or degrading toward any segment of the school populace will not be allowed on any personal or school property including clothing, backpacks, notebooks, binders, etc.

Injurious Objects/Explosives: Any student proven to be in possession of firecrackers or any other explosive device will be subject to suspension with consideration of expulsion. Any student found guilty of setting off an explosive device will result in being suspended, pending recommendation of expulsion. Any weapon or simulated weapon brought on campus will be confiscated. The result could be possible arrest, prosecution and expulsion. Some examples are knives, paint guns, pellet guns, B-B guns, nunchucks, pepper spray, etc.

Language: Appropriate language enhances mutual respect and raises the level of comfort necessary for students and staff to perform at their best. The following misuse of written, spoken or gestured communication in any language is unacceptable:

- Obscene or profane.
- Derogatory or intended to be racial, ethnic, religious, gender or sexual slurs.
- Hurtful or harassing in nature

Off Limits Area: During school, students have access to supervised areas on campus. The areas considered “off limits” are:

- Parking lots
- Athletic fields (lunch and breaks)
- Tennis, racquetball, and outdoor basketball courts (lunch and breaks)
- Bungalow area (lunch and breaks)
- Students may not climb fences, school structures (walls, roofs, etc.) or trees at any time.

Period Truancy: Any student who is absent from a scheduled class without a valid excuse or absent for more than any 30-minute period during the school day without a valid excuse is considered truant.

Plagiarism/Alteration: Any intentional use of another person's ideas, words, or work as one’s own. This includes published material and technologically generated materials, as well as the work of other students. Plagiarism can result in receiving a zero on the assignment, lowering of a citizenship grade and relinquishing of technology privileges. See Academic Honesty Policy on Madison’s website for more details.

Possession of Lighter/Matches: Possession of any lighter, matches or flammables is prohibited at all times.

Public Display of Affection: Physical intimacy is to be valued, but should be shared discreetly and not showcased. Acceptable behavior includes that which establishes a friendly atmosphere without causing others to feel embarrassment or discomfort. Behavior that violates this standard:

- Prolonged or heavy kissing.
- Fondling/inappropriate sexual contact.
- Excessive body contact.
- Laying on or sitting on the lap of another.

Skateboards/Scooters/Bicycles: Skateboards, scooters, and bicycles are not to be ridden on campus. Bicycles should be stored at the west end of the 100 building. Skateboards and scooters should be stored in Room 107.

Smoking/Possession of Tobacco Products: To provide a tobacco-free environment for both employees and students, there shall be no smoking or tobacco product use (including vape pens) allowed in district

State law 58.04 SDMC prohibits the smoking, possession or use of tobacco, or any product containing tobacco (including e-cigarettes), while on campus or while attending school-sponsored activities. NO SMOKING includes before and after school and is prohibited in the parking lot, in or out of cars, outside school entrances, and areas adjacent to and around school property. Chewing tobacco is not permitted on campus. Tobacco use cannot take place within 1,000 feet of the school, or to and from school, or at any school activity.
SDUSD POLICE DEPARTMENT

As a new school year begins, maintaining a safe campus is our number one priority. Students are reminded that the laws are in full enforcement at James Madison High School at all times. If a student violates the law, he/she is subject to arrest. The following are a few of the common laws that students violate. Students may be subject to disciplinary action from the school and/or law enforcement action by San Diego Unified School District Police Department or any other law enforcement agency.

California Penal Code

242 P.C. - Battery
A battery is any willful and unlawful use of force or violence upon the person of another. To be willful, the touching or force must be intentional. To be unlawful, the touching or force must be unwanted or against the wishes of the victim.

594 P.C. - Vandalism
(a) Every person who maliciously commits any of the following acts with respect to any real or personal property not his or her own, in cases other than those specified by state law, is guilty of vandalism:

(1) Defaces with graffiti or other inscribed material
(2) Damages
(3) Destroys

484 P.C. - Theft
(a) Every person who shall feloniously steal, take, carry, lead or drive away the personal property of another or who shall fraudulently appropriate property which has been entrusted to him/her or who shall knowingly and designedly, by any false or fraudulent representation or pretense, defraud any other person of money, labor or real or personal property, or who causes or procures others to report falsely of his/her wealth or mercantile, character and by thus imposing on any person, obtains credit and thereby fraudulently gets or obtains possession of money, or property, or obtains the labor or service of another is guilty of theft.

San Diego Municipal Code

58.05(b)(1) - Daytime Loitering/Truancy
It is unlawful for any juvenile who is subject to compulsory education to loiter, idle, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots, or any unsupervised place, between the hours of 8:30 am and 1:30 pm on any day when school is in session for that juvenile.

NOTE: Students can anonymously report drugs, gangs, weapons, vandalism, theft and bullying via text (SDTIPS to 274637), Internet (www.studentsspeakingout.org) or telephone (888) 580-8477 to Students Speaking Out. Rewards of up to $1000.
RESTORATIVE DISCIPLINE

Madison practices restorative discipline to promote positive peer relationships and a sense of community. Our focus is on individuals taking responsibility for their actions and behavior, and holding offenders accountable to those whom they may have harmed. These practices may include individual and family conferences, discussion circles in the classroom, or mediation with a counselor or vice principal. Parents are encouraged to help by monitoring their students’ social relationships and use of social media to interact with others at school and to contact a counselor or vice principal if issues surface. Staff, parents and students have developed the following guidelines for correcting behavior that during the school day and at all school-sponsored events.

**Disciplinary Actions**

**Verbal Warning**: A verbal warning can be given by any adult on campus. It consists of a polite reminder of inappropriate behavior and/or language that results in corrected behavior by student.

**Detention**: Detention is assigned by administration for violating school rules. The administration will contact home prior to detention being served. Teachers can also assign classroom detention after school. The student will spend time after school with the staff person who has assigned the detention and the parent will be contacted. Students must resolve conflicts involving multiple detentions on the same day before detention begins. Extracurricular activities are not an excuse to miss detentions. (Saturday School is assigned for missed detentions.)

**Conference**: A conference is held between the student and one or more school officials. Telephone, e-mail, personal contact, letter or certified letter will notify parent(s) or guardian(s). A conference may also be conducted between the student, his/her parent(s) or guardian(s), appropriate school personnel and any other individuals involved. A school official will talk to the student and try to reach an agreement regarding student behavior.

**Suspension From Class**: Students may be suspended from a class for one or more days for serious discipline infractions. When removed for a day or two, the student is expected to make-up all the work missed.

**Core Academy (CASSAS—formerly Saturday School)**: Students may be assigned CASSAS for failing to serve detentions, truancies, uncleared absences, or discipline reasons as determined by the administrative staff. The student spends four hours in the CASSAS room. He/ she is expected to participate in the academic and physical fitness portions and complete school work. Failure to attend or being told to leave Saturday School will result in further disciplinary action.

**Suspension From School**: For serious disciplinary infractions, students may be suspended from school. Such home suspension means the student will not attend school for the length of the suspension (maximum of five days at any one time). The student is to remain at home during school hours and may not attend any school-sponsored activities such as athletic events, dances, plays, etc., on day of suspension or non-school days between suspension days. All schoolwork missed during this time may be made up. A parent conference with a vice-principal is required before a student can return to school. Parents are notified as to “due process” rights.
## Discipline Plan

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<th>PROBLEM AREA</th>
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<td>Vice Principal/</td>
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<td>Harassment/Sexual Harassment</td>
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<td>Drugs/Alcohol/Steroids/Possession</td>
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<td>Electronic Devices/Cell Phones/</td>
<td>Parent Pick-Up</td>
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<td>Weapons/Injurious Objects</td>
<td>Mandatory Expulsion</td>
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<td>Law Enforcement</td>
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<td>Mandatory Expulsion</td>
<td></td>
<td>Vice Principal/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Law Enforcement</td>
</tr>
</tbody>
</table>
# Madison High School Positive Behavior Matrix

### #theNEST

<table>
<thead>
<tr>
<th>Noble</th>
<th>Classroom/Assembly</th>
<th>Hallway/On-Campus</th>
<th>Restrooms/Locker Rooms</th>
<th>Beyond Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Be on time to class</td>
<td>✓ Walk in the hallway</td>
<td>✓ Respect privacy</td>
<td>✓ Show good manners and etiquette</td>
</tr>
<tr>
<td></td>
<td>✓ Be prepared to learn with a positive attitude</td>
<td>✓ Be mindful of the time and be on time to class</td>
<td>✓ Respect property of the school</td>
<td>✓ Participate</td>
</tr>
<tr>
<td></td>
<td>✓ Lead by example</td>
<td>✓ Be a role model for others</td>
<td>✓ Respect the property of others</td>
<td>✓ Show Warhawk Pride!!</td>
</tr>
<tr>
<td></td>
<td>✓ Be present and actively listen / pay attention</td>
<td>✓ Use appropriate language (no cursing)</td>
<td>✓ See something, Say something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Be honest and responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Use appropriate language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Classroom/Assembly</th>
<th>Hallway/On-Campus</th>
<th>Restrooms/Locker Rooms</th>
<th>Beyond Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Be prepared with all materials daily</td>
<td>✓ Take the most direct route to class</td>
<td>✓ Leave it cleaner than you found it</td>
<td>✓ Leave it better than you found it</td>
</tr>
<tr>
<td></td>
<td>✓ Complete all assignments and meet all deadlines</td>
<td>✓ Utilize self-control</td>
<td>✓ Keep hands to yourself</td>
<td>✓ Enter and leave school in a respectful and safe manner</td>
</tr>
<tr>
<td></td>
<td>✓ Manage your time</td>
<td>✓ Follow adult instructions</td>
<td>✓ Secure belongings in locker room in your locker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Follow directions the first time</td>
<td>✓ Have a pass visible</td>
<td>✓ Only leave class if it is necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Do your own best work and use your own ideas</td>
<td>✓ Be where you’re supposed to be</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supportive</th>
<th>Classroom/Assembly</th>
<th>Hallway/On-Campus</th>
<th>Restrooms/Locker Rooms</th>
<th>Beyond Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Be receptive of constructive feedback</td>
<td>✓ Clean up after yourself</td>
<td>✓ Use space appropriately / for intended purpose</td>
<td>✓ Honor your new space</td>
</tr>
<tr>
<td></td>
<td>✓ Be open-minded and celebrate differences</td>
<td>✓ Acknowledge others</td>
<td>✓ Be aware of your personal property</td>
<td>✓ Represent our school well</td>
</tr>
<tr>
<td></td>
<td>✓ Be accepting and respectful of group assignments</td>
<td>✓ Smile and say hello first</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Use appropriate classroom voice level</td>
<td>✓ Maintain appropriate noise level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Be willing to try and do your best, while being a team player</td>
<td>✓ Keep PDA away</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Throw trash / recycling in appropriate receptacle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Listen to others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thoughtful</th>
<th>Classroom/Assembly</th>
<th>Hallway/On-Campus</th>
<th>Restrooms/Locker Rooms</th>
<th>Beyond Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Respect people and property</td>
<td>✓ Let people pass by</td>
<td>✓ Flush, wash, dry, leave!</td>
<td>✓ Be proactive in your actions</td>
</tr>
<tr>
<td></td>
<td>✓ Think before you act / speak</td>
<td>✓ Keep hallway clear</td>
<td>✓ If you find anything of value, return it to the office</td>
<td>✓ Drive safely and be aware of surroundings</td>
</tr>
<tr>
<td></td>
<td>✓ Be mindful of others trying to learn</td>
<td>✓ Be mindful of classes in session</td>
<td>✓ Be aware of your surroundings</td>
<td>✓ Be respectful of the time</td>
</tr>
<tr>
<td></td>
<td>✓ Follow classroom expectations</td>
<td>✓ Respect school property and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Walk with a purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Eat what you take to avoid waste</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Madison High School
Loss of Privilege List (LOP)

The “Loss of Privilege” list (or LOP) is an ongoing document that students are placed on for one or more of the following reasons:

+ Grades
  + Student earned below a 2.0 GPA in scholarship and/or citizenship from the 18 week grading period (9 week courses 1-3 and 9 week courses 4-6)
+ Behavior
  + Student earned a formal suspension or administration recommendation
+ Attendance
  + Student has four full day unexcused/unverified absences, OR
  + 12 unexcused/unverified period absences

Time Duration
A student’s duration on the LOP depends on the reason he/she is originally placed on the list:

+ Grades - for the ENTIRE 9 WEEK grading period (scholarship and citizenship)
+ Behavior - minimum of 15 school days
  + For a minimum, but not limited to 15 school days on LOP from date of incident and
  + Fulfillment of terms of associated behavior contract.
+ Attendance - until the record reflects LESS THAN
  + Four full day unexcused/unverified absences and
  + 12 unexcused/unverified period absences

Clearing Attendance
To clear UNEXCUSED / UNVERIFIED TARDIES, students may do one of the following:

+ Complete intervention plan developed with IMTSS Intervention teacher.

Consequences
Any student on the LOP may not participate in extra-curricular activities including, but not limited to:

<table>
<thead>
<tr>
<th>Athletics*</th>
<th>ASB*</th>
<th>JROTC*</th>
<th>Cheerleading*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band*</td>
<td>Drama*</td>
<td>Field Trips</td>
<td>Dances</td>
</tr>
<tr>
<td>Colorguard*</td>
<td>Model UN</td>
<td>Academic League*</td>
<td>Special Events/Activities</td>
</tr>
</tbody>
</table>

*Still able to participate - ineligible to compete/perform.
SECTION IV: COLLEGE AND CAREER

STANDARDIZED TESTS
SAT II (Subject Area or “Achievement” Tests) are one-hour exams that evaluate a student’s knowledge in a particular subject. Some colleges require or recommend SAT Subject Tests. Students can enhance their application, demonstrate their knowledge gained outside the classroom, and potentially advance out of introductory college courses. Students should take SAT II in subject areas in which they are academically strong. The SAT II test schedule should be planned out well in advance so that the tests are taken when the subject material is fresh in a student’s mind. It is the student’s responsibility to find out when specific subject tests will be administered; this can be done through the guidance office or online at www.collegeboard.com. Some colleges are specific about which SAT II scores they want to see. For example, some pre-med programs want to see the Chemistry SAT II.

ACT (American College Testing) exam is similar to the SAT I but includes an interest inventory that could prove useful in career planning. The ACT exam is also widely accepted by colleges and universities. In general, students are encouraged to take the ACT and the SAT I. Students should consult their guidance counselor to determine if it is appropriate for them to take the ACT (visit act.org).

Advanced Placement Exams are geared to the advanced workload of advanced placement courses. Students who take advanced placement courses are encouraged to take the corresponding AP exam administered each school year in May. Students who excel in a particular subject, but have not taken the subject at Madison, may also take the corresponding AP exam.

HELPFUL ONLINE RESOURCES
Madison’s website offers several tools to help students learn coursework, get extra help and prepare for state and college admissions exams (see www.sandi.net/madison) under Student Life/Academic Resources.

Khan Academy—A free worldwide, not-for-profit, learning environment that is designed to help students master coursework. Students can make use of an extensive video library, interactive challenges, and assessments. This self-paced learning tool provides a dynamic system for getting help and allows students to track their progress. There are more than 3500 videos in English, math, biology, chemistry, physics, history and finance. Students can practice critical skills and pick-up missed knowledge (see Student Life/Khan Academy).

March 2 Success (sponsored by the US Army)—A free tool for parents/guardians and students to prepare for state and college entrance exams. The program was developed with industry leaders in college preparation and required state testing programs to help students succeed in English, math and science, as well as improve their scores on the SAT, ACT, and ASVAB. The website provides customized lesson plans to help students focus on the areas in which they need help, allowing them to succeed in English, math and science, as well as improve their scores on the SAT, ACT, and ASVAB. The website provides customized lesson plans to help students focus on the areas in which they need help, allowing them to skip through what they already know. There is no obligation and the site can be used by anyone with access to a computer and Internet. Armed services recruiters will not contact students.

TIMETABLE FOR COLLEGE PLANNING

FRESHMAN YEAR
• Enroll in college preparatory classes (UC/CSU A-G approved).
• Visit MHS website regularly for important dates and information.
• Prepare for SAT by taking free, full length practice test at collegeboard.com.
• Enroll in Fall for the SAT (Preliminary Scholastic Aptitude Test).
• Enroll in specific SAT subject tests depending on your college and major.
• Continue in college preparatory classes (UC/CSU A-G approved).
• Enroll in Fall PSAT (Preliminary Scholastic Aptitude Test).
• Visit MHS website regularly for important dates and information.
• Use PSAT results to navigate collegeboard.com website, get a skills report and develop personalized study plan.
• Sign up for official SAT Question of the Day for daily practice through collegeboard.com.
• Develop a list of colleges that interest you; research requirements.
• Visit college campuses.
• Continue to log extracurricular activities.
• Attend Summer School for credit recovery and/or plan a summer enrichment opportunity such as job, internship or volunteer.

JUNIOR YEAR
• Continue in college preparatory classes (UC/CSU A-G approved).
• Enroll in Fall PSAT (Preliminary Scholastic Aptitude Test).
• Prepare for SAT by taking free, full length practice test at collegeboard.com.
• Enroll in Spring SAT and/or ACT.
• Enroll in specific SAT subject tests depending on your college and major.
• Continue in college preparatory classes (UC/CSU A-G approved).
• Enroll in Fall for the PSAT (Preliminary Scholastic Aptitude Test).
• Visit MHS website regularly for important dates and information.
• Use “college search” within collegeboard.com website to find requirements for specific colleges you may pursue.
• Commit to several extracurricular activities and begin to log activities, clubs, sports, tutoring, and community service hours.
• Enroll in Summer School for credit recovery (if needed).

SENIOR YEAR
• Enroll in Fall for the SAT and SAT Subject Tests (if required by college) and/or ACT.
• Visit MHS website for scholarship bulletin; visit counseling office.
• Visit and apply to colleges
• November: UC and CSU applications are due.
• March: Financial aid application/Dream Act
SECTION V: COUNSELING AND OTHER RESOURCES

COUNSELING CENTER
The counseling center is staffed by faculty who care about students' needs and who assist with educational planning; home, school and/or social concerns; career information; administration and interpretation of test scores; college admission and financial aid advisement; or other issues students would like to discuss with a counselor. Referrals to an outside resource are also available. Each student is assigned to a counselor at the beginning of the freshman year according to an alphabetical. Since the counselors respect instructional time, students are not given "white" passes to the counseling office during class time. The counseling center has extensive information on colleges, careers, and testing schedules/applications (including SAT, ACT, and PSAT). Counselors offer special assemblies and parent programs such as Spring Into College (9-11 grades), Senior College Bound Symposium and Financial Aid Night. Students are recognized for academic honors at Principal's Honor Roll assemblies and other special events reflecting outstanding student achievement. Madison students are college and career ready. All Madison students are offered an academic program that meets and exceeds the UC/CSU college admission requirements, known as the "a-g" pat- tern. Here are the minimum course requirements required for eligibility to apply. With the competitive status of college admissions, students should plan to meet the "recommended" courses in addition to the basic requirements. Admission is based upon an eligibility index that includes weighted grades in "a-g" courses, SAT scores, as well as a personal statement/activities/honors section (for UC only). See Madison High's Course Description and Educational Planning Booklet for more detailed information about diploma requirements (available on Madison's website).

COURSE SELECTION
Course selection is an extremely important decision on the part of each student, the school, and the parents or guardians. Considerable time is spent in developing a school schedule that meets the needs of students, conforms to the guidelines of the district and teacher contracts, and provides a strong educational program to all students in the school. Students and parents select classes for students in the spring after hearing a classroom presentation by a member of the counseling staff. Parent approval is encouraged on the programming card and each student benefits from an individual conference with his/her counselor.

Our program is designed and staffed according to student selections and therefore, changes may not be possible until after the school year has begun in September.

COURSE SYLLABUS
Each teacher at MHS publishes a course syllabus, which is distributed to students for parent signature, during the first week of school. The syllabus explains the scope of a course, class organization, and requirements for learning the course content. In many classes, teachers will ask to have parents sign that they have read document. The course syllabus provides a guide for meeting the requirements of each class.

STUDENT TRANSFER POLICY (Schedule Changes)
Student initiated class changes are minimal and are seldom made after the second week of the semester. Students initiate a change by seeing their counselor before or after school. The change is not complete until the counselor has met with the student, and if necessary, the parent and the teacher. Therefore, students should select their classes thoughtfully and with parent approval.

During registration and the first week of school schedule changes are made for errors in scheduling and inappropriate level placement only. No requests for change of instructor will be considered.

Students and parents select classes in the spring, during articulation, with the clear expectation and understanding that the schedule created is final. Changes will be made if there is either 1) an error in scheduling or 2) an inappropriate level placement. Changing one's mind about preferred classes does not constitute a scheduling error.

Errors in Scheduling
Examples of errors in scheduling:
• The student is placed in Integrated Math II but the student earned a D/F in Integrated Math I and therefore must repeat the Integrated Math I class.
• The student is not placed in a Period 3 class, therefore the student has an open period.

Student-initiated Changes: Completed with the student's counselor during registration (given priority) or the first week of the semester IF there is a scheduling error that was not corrected earlier. Students should go to the counseling office during the period that contains the error or if he/she is not on the roster, with a pass from their teacher.

Teacher-Initiated Changes: Class changes due to inappropriate level placement, based on the teacher's or counselor's professional determination that the student is inappropriately placed. Teacher-initiated changes do not come from a student or parent request.

Inappropriate Level Placement
Examples of inappropriate level placement:
• The student is placed in Advanced Biology but did not meet the prerequisites.
• The student is placed in higher-level Spanish without sufficient background in the Spanish language to succeed in the class, as determined by the teacher.

Madison High School's policy concerning the changing of classes (due to inappropriate placement) requires consideration from all the
stakeholders in the school community. Beginning the first week of school until the end of the first grading period week (six weeks), teacher-initiated changes may occur, as long as specific guidelines have been met. The change must be in the best interest of the student, taking into account that the leaving and receiving teachers agree to the change, and the size of both classes doesn’t violate labor agreements or district policy.

The sequential procedure to facilitate an inappropriate level schedule change is that:

1) The current teacher consults with the student's counselor and parent(s) about the student's placement.

2) Teacher or Parent or Student turns in a Schedule Change Form with all stakeholders' signatures.

3) If space is available in the receiving teacher's class, the change is made by the counselor.
   • If no agreement is reached, then a request is made for a Vice Principal to mediate.

After the second week of school has started, the following steps must be followed before a parent or student requested schedule change is considered:

Step 1: Student requests and completes a conference with teacher to discuss concerns.

Step 2: If step 1 does not resolve issue; parent requests conference with teacher and creates a plan of action.

Step 3: Teacher, parent, and student agree that plan of action has been implemented and student has made every effort to succeed in class AND should still be considered for a class change.
   • If no agreement is reached, then a request is made for a Vice Principal to mediate.

Step 4: Student obtains course request change form from counselor and obtains signatures/approval of all affected teachers.

Step 5: Counselor may change student's schedule as long as receiving teacher has seats available at time of the reception of the change form. Administrative approval may also be necessary in some cases.

No changes may be made after the first progress report (six weeks) without approval from administration and only to meet graduation requirements for seniors.

GRADE QUESTIONS, CHALLENGES AND CHANGES
Occasionally a concern arises about the grade that a student has been issued by a teacher for work completed in the course. We encourage students and parents to contact the teacher as soon as possible whenever any concerns arise over grades. Issues that are dealt with in a timely manner can often be resolved with the teacher. Simply asking a teacher how a student can improve his or her performance in class will clarify the expectations the teacher has of the student. A meeting with a counselor would be the next step in trying to improve student grades and student performance in school. In some cases, a vice principal may intervene to help resolve any concerns surrounding student grades. Once semester grades are issued, parents may appeal a grade (SDUS AP 4705).

LIBRARY/MEDIA CENTER INFORMATION
The library/media center is open before school, during lunch and after school until 3:20 p.m. There are computers located in the library. (See “Surfing the Net” for more details.)

Textbooks:
Textbooks are issued through the library directly to students, and students are responsible for the specific bar code numbers issued to them. If books are damaged, students to whom the books

Refunds: In order to be issued replacement books, students may need to pay for the missing books. If the missing books are later found or turned in within one year, the student will receive a full refund.

Textbook Return: Any person who willfully retains any print or nonprint library material, or other property belonging to the district, for thirty days after written notice is given upon expiration of the normal loan period, is guilty of a misdemeanor (Ed Code Section 19911). Students MUST RETURN the specific books to the library that were issued to them or before the last day of school. Students with a debt to the school will be placed on the indebtedness list and may not be allowed to participate in extracurricular activities. (Administrative Procedure 2170 and Ed code 19911). Students are responsible for their textbooks

Costs:

<table>
<thead>
<tr>
<th>Lost Book</th>
<th>Book Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Bar Codes off Book</td>
<td>Book Cost</td>
</tr>
</tbody>
</table>

-30-
SCHOOL NURSE HEALTH SERVICES
Students who are ill and who need to go home during the school day must first be seen by the school nurse, or a school administrator, who will notify the parent, as needed. Students must not use their cell phone to request a parent/guardian to pick them up. All medications must be given by the site designee(s). This includes prescriptions, antibiotics, cold medicines, allergy medication, etc. Appropriate paperwork must be completed by a physician and/or student's parent/guardian. Students are urged to make all medical and dental appointments after school hours. If a medical or dental appointment must be made during the school day, the parent or guardian should call the attendance office to arrange for a BLUE SLIP. (See ATTENDANCE section of this handbook.) First aid, emergency and general health services are provided by a School Nurse when on duty. There are no “walk-ins.”

allowed during instructional time—a pass to see the Nurse must be issued by the classroom teacher. For “non urgent” matters, a student may visit with the Nurse before/after school or during lunch. Prescription medication may not be given to students by the health office or other school personnel unless accompanied by a statement from a physician. SDUSD policy allows the Health Office to dispense Tylenol© or Ibuprofen if a signed parental consent form is on file. Please be sure to have a completed permission form on file each year.

Student Illness while at school: Students who are ill and who need to go home during the school day must first be seen by the school nurse, or a school administrator, who will notify the parent, as needed.

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SECTION VI: PARENT RESOURCES

FOLLOW US ON FACEBOOK, INSTAGRAM and TWITTER:
FACEBOOK: MADISON WARHAWKS (MADHOUSE)
INSTAGRAM: MADISONWARHAWKS
TWITTER: www.twitter.com/MadisonHS_SDUSD

DAILY BULLETIN
The Warhawk Daily Bulletin is the main way that students learn about campus events and deadlines. It airs every morning via closed circuit television on the Hawkeye News, is posted in the attendance office and available on Madison's website. It contains the day’s bell schedule, calendar of daily events, late bus schedule, and key announcements regarding such important events as SAT testing deadlines, fundraisers, club meetings, graduation gown orders, special Link Crew-sponsored events, and athletic competitions. Parents can access the daily bulletin on the front page of Madison’s website at http://www.sandiegounified.org/madison.

COUNSELING NEWSLETTER (Hawktalk Express)
This parent newsletter is published and mailed home with the progress report or report card. It contains information such as interventions available for at-risk students, important deadlines for college and financial aid, an overview of school-wide testing and graduating class news.

VOICEMAIL AND EMAIL
All Madison faculty and staff have access to a 24-hour email and voicemail system, and we encourage parents to communicate freely with us. Email addresses are posted on the website and are displayed on the course syllabus each teacher distributes to all students the first week of school. Generally the San Diego Unified School District email address includes the first initial and last name of the teacher, followed by sandi.net. (Please see Madison’s website under Faculty and click on the teacher’s name to verify their email address.) To contact a teacher by phone or voice mail, please call (858) 536-0336 and follow the directions. Teachers check email and voicemail at least once daily, depending on their prep period and after school responsibilities.

MADISON MARQUEE AND AUTO DIALER
Key events and deadlines are posted on the Madison marquee, which is near the Doliva Drive entrance to the school. When important events like Open House, final exams, and Senior Financial Aid Night occur, it is likely that families will receive an automated phone call with the critical information. If your student has been absent and the absence has not been cleared during the day, you will also receive an automated message requesting that you to call the Attendance Office. The auto-dialer leaves messages in the early evening hours. Please work out an arrangement with your student so that you play these important messages, as we rely on them to deliver our most timely information.

STUDENT NEWSCASTS
Our Broadcast Journalism program is housed in a state-of-the-art facility on the north east side of campus. The class produces regular news broadcasts geared toward student-centered events, issues and contemporary topics. Broadcasts are aired daily for the morning bulletin and in advisory classes. Parents can also view these broadcasts on Madison’s website.

VOLUNTEER OPPORTUNITIES FOR PARENTS AND COMMUNITY MEMBERS
Volunteers serve a vital role in campus life. We have a variety of ways parents can help support MHS. To learn more about volunteering, call Greg Williams at (858) 536—0336 ext. 3032 or email gwilliams3@sandi.net.

The Foundation of James Madison High School provides a great opportunity to stay connected with what is happening at the school, the district as a whole, and each of the clubs. The principal, Heather Sea-ton, provides a detailed Administration report, Madison Community of Schools report, and upcoming changes from the District. We invite you to join us on the 3rd Thursday of each month (excluding November, December, June-August) in room 101 at 6:00 p.m. or email foundationmadisons@gmail.com for additional information on how you can be a part of our great organization. Follow us on Facebook @JMHSFOUNDATION.

WARHAWK WHISPER
The Warhawk Whisper is an email bulletin with important news, that is available to all parents who include an email address on the online registration form. Be sure to update your contact information in PowerSchool to include an email you check regularly to receive this parent newsletter.

MADISON WEBSITE
Time sensitive information, as well as the Staff Directory and calendar items that are relevant our Warhawk students and families are posted on Madison's website and updated regularly. We also showcase school news and participation in cluster and community events.

HELPFUL WEBSITE TOOLS
Madison’s website offers several tools to help students learn coursework, get extra help and prepare for state and college admissions exams (see www.sandiego.net/madison) under Student Life/Academic Resources.

Khan Academy — A free worldwide, not-for-profit, learning environment that is designed to help students master coursework. Students can make use of an extensive video library, interactive challenges, and assessments. This self-paced learning tool provides a dynamic system for getting help and allows students to track their progress. There are more than 3500 videos in English, math, biology, chemistry, physics, history and finance. Students can practice critical skills and pick-up missed knowledge (see Student Life/Khan Academy).
NOTE: During the COVID-19 pandemic, CIF athletics and the athletic schedule is in a state of revision. Our athletic director, Mr. Rick Jackson, will post updates regarding athletic seasons as the information is confirmed with CIF and with SDUSD.

Who to Contact if you have Athletic Questions
Call Mr. Rick Jackson, Athletic Director, (858)536-0336 ext. 3041.
Email: rjackson2@sandi.net
Contact for questions concerning the Athletic program, eligibility, officiating, or coach concerns (after trying to remedy concerns with the coach) and for any CIF issues.

CLUBS AND ORGANIZATIONS
All extracurricular activities must be carried on within the framework of district policies. Madison has many clubs and student organizations (listed below) or students can form their own club by finding a group of friends with the same interest and a certificated faculty member to sponsor the group. More information about these clubs can be found on Madison’s website under Student Life/Clubs and Organizations.

<table>
<thead>
<tr>
<th>Academic League</th>
<th>Broadcast Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB Club</td>
<td>Boys Soccer</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>Boys Volleyball</td>
</tr>
<tr>
<td>AVID</td>
<td>California Scholarship Federation</td>
</tr>
<tr>
<td>Auto Shop</td>
<td>Ceramics</td>
</tr>
<tr>
<td>Badminton Club</td>
<td>Cheer</td>
</tr>
<tr>
<td>Band</td>
<td>Chess</td>
</tr>
<tr>
<td>Baseball Club</td>
<td>Circle of Friends</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>Class 2020</td>
</tr>
<tr>
<td>Black Student Union</td>
<td>Class 2021</td>
</tr>
</tbody>
</table>
### Madison Clubs (continued)

<table>
<thead>
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### SCHOOL DANCE STANDARDS

With the purchase of a dance ticket, students attending Madison High School dances, whether on or off campus, agree to follow the rules and policies set forth below. These rules and policies are a contract between the school and the student. Non-student guests of Madison High School students must also follow these rules and sign a contract prior to being allowed to purchase a ticket for a Madison High School dance. The primary purpose of the rules is to promote a safe, clean, and fun environment at a dance. The secondary purpose is to assure parents/guardians that their students are at the dance location during the prescribed hours. Additionally, all Madison High School rules apply to expected behavior at all dances.

- Students must not be on the LOP (Loss of Privileges) list.
- Students must show a CURRENT MADISON HIGH SCHOOL photo ID when purchasing dance tickets.
- Students are required to have a completed and signed dance contract when purchasing tickets, which includes the signature of the AS Advisor indicating that the student meets the guidelines for attendance.
- Students may not be indebted to the school (i.e. overdue library books, loaned equipment, club debts, sports debts, detention/suspensions, etc.)
- Students must show a CURRENT MADISON HIGH SCHOOL photo ID when entering the dance
- All guests MUST have a PHOTO ID to be admitted to the dance. All guests must read, sign, and return at the time of ticket purchase a Dance Contract containing these rules and policies. The Madison High School student is responsible for informing his/her guest of the requirements for Photo ID. NO ID = NO ENTRANCE.
- Tickets are non-refundable, non-transferable, and may not be resold. These actions VOID the ticket.
- Students and guests are not allowed to leave a dance early, without prior approval from a Vice Principal.
- Students and guests must be checked in and in attendance at the dance by the time specified on the dance contract. If they are not present by that time, their parents/guardians will be called to determine students’ location. In this case, student and guest’s admittance into the dance will be at the discretion of the school administration.
- Appropriate dance attire is required. Students violating Madison High School standard dress code may be refused admittance to the dance. The dance dress code is outlined in detail on the required dance contract.
- Students and guests who attend a dance may be subject to search or frisk prior to entering the dance to help insure that no improper items are brought into the dance.
- Students who appear to be under the influence of alcohol or other controlled substances may be subject to verification through Breathalyzer or other law enforcement investigative practices.

Students engaging in inappropriate dance behavior (dance moves that are sexually provocative, freaking, grinding, twerking, establishing of “mosh pits,” front to back or front to front dancing and any dance that can be perceived as a sexual act) are subject to disciplinary action, up to and including suspension from school. If inappropriate behavior is observed, parents/guardians will be called to pick up the student from the dance immediately. A repeat offense will result in suspension of all dance privileges for the remainder of the current school year.

### FINANCE OFFICE PROCEDURES

Students are required to present their current School ID for ALL financial transactions.

1. General Information:
   - The Financial Office is open for sales during student lunch and after school.
   - P.E. Clothes, ASB Cards/Stickers, Yearbooks, and Yearbook Ads are sold through the Financial Office.
   - Payment methods accepted are cash or checks made payable to Madison High School.
   - If purchasing multiple items for a student, only one check needs to be written for all items purchased (i.e. ASB Card, Yearbook, and P.E. clothes together)
   - Yearbooks and yearbook personalization can also be purchased online with credit cards by accessing the Jostens publishing company page through the Madison High School website.
   - Yearbook personalization and icons are available for purchase online only through the Jostens website.

**Note:** Beginning April 15th through June 30th, our district requires CASH only for all payments.
2. ASB Dances and Senior Prom:
   - Student must not be on the LOP (Loss of Privileges) list.
   - A signed Dance Contract is required to purchase tickets.
   - Students must be cleared and signed off by the ASB Advisor for meeting the following guidelines before purchasing dance tickets:
     - All debts are required to be cleared to purchase tickets.
     - ASB Dance tickets may be purchased by cash or check.
     - Prom tickets & senior breakfast may be purchased by cash only.

**FOOD AND BEVERAGE RESTRICTIONS**
No food (including gum and candy) or beverages are to be consumed in classrooms, Library/Media Center, or office areas to provide for sanitation, insect control, and floor protection. No glass bottles or containers are allowed on campus. Please help us keep the classrooms and our campus clean. Throw any trash items into a trash can or recycling bin.

**LOCKER INFORMATION**
Locker access on the MHS campus is a privilege and is limited to the locker rooms. In order to keep this privilege available to all students, locker users are expected to take responsibility for the care and protection of school lockers. To that end, the following rules govern locker use at Madison High School. If a locker is issued to a student, the student acknowledges the following rules and agrees to abide by them:
1. Locks are, and remain, the property of MHS.
2. Lockers and the contents therein are subject to search at the discretion of the school administration and school police.
3. Students understand that MHS is not responsible for personal or school property that is stored in the locker room.

**LOST AND FOUND**
Lost and found articles are turned into the finance office and may be claimed during lunch or after school. Found textbooks are returned to the library.

**IDENTIFICATION CARDS**
Students will need their I.D. cards to check out library books and textbooks, get a locker, for admission to school dances, to ride the school bus (bus route sticker attached), etc. We consider it like a driver's license; students should carry their I.D. at all times while on campus or at events. All students will be issued their first I.D. card at no cost. Lost or stolen cards may be replaced during lunch in the counseling office.

**LUNCH POLICY**
All students at Madison receive free breakfast and lunch under the USDA's Community Eligibility Provision, which allows students to eat daily nutritious meals at no charge without families having to fill out any Free and Reduced Meal Applications or paperwork. During online learning Madison will continue as a distribution site for breakfast and lunches. Meals will be available for pick-up between noon and 2 pm. When school facilities reopen, breakfast service will begin at 8:30 am.

**NOTE:** To qualify for an Advanced Placement, SAT, or Act fee waiver including athletics, cheer, dances, etc. Seniors will not be allowed to participate in graduation activities until indebtedness is cleared.

**INDEBTEDNESS**
Students with indebtedness will lose extracurricular activity privileges including athletics, cheer, dances, etc. Seniors will not be allowed to

**INTERNET ACCESS**
The library and all classrooms on campus are connected to the Internet and other networks via the San Diego Unified School District Wide Area Network (WAN). Students may have access to:
- Information and news from a variety of sources and research institutions;
- Discussion groups on variety of topics;
- University libraries, the Library of Congress and more!

**STUDENT PARKING**
Students must park in the lot designated for students (behind the Performing Arts Center). Permits are required and can be obtained from the office. There is no charge for a parking permit. Students are not to enter the student parking lot during the school day, including lunchtime. Students may not move vehicles between classes. Student parking in the staff parking lot in front of the school is not allowed; violators may be cited.
** SECTION VIII: SCHOOL SAFETY **

Madison High School maintains a comprehensive school safety plan that meets state requirements as described in California Education Code Section 32280 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

** CLOSED CAMPUS AND TRANSPORTATION TO SCHOOL **

San Diego Unified School District operates under a closed campus policy. Students who leave campus at any time, including breaks and lunch, without proper authorization (a blue slip requested by a parent/guardian) are considered truant. If students are off-campus without a blue slip, they may be given a citation by the San Diego Police or San Diego Unified School District Police. Parents cannot clear a truant student after the fact. Student bicycles and skateboard racks are located at the end of the 100 building.

For everyone’s safety, skateboards are not to be ridden or carried on campus and should be secured in the 100 Building skateboard/bicycle storage area. Skateboards cannot be stored in classrooms or counselor offices. Students who drive to school enter the student lot off of Warhawk Way. They will be informed of a parking permit process when school begins in the fall. Parking lots are monitored by campus supervision.

Parents who drive their student to school should be aware that the staff parking lot is not a drop off point for students between the hours of 8:00-5:00 a.m. We advise parents to drop off students on Warhawk Way or along the Doliva Drive border of campus. Breakfast is served on campus beginning at 7 a.m. daily. VEEP students will receive a letter of transportation confirmation from the district prior to the opening of when it is safe to return to campus. If parents do not receive a letter, please contact San Diego Unified School District’s Transportation Department at (858) 496-8460 (option 1) to verify your student’s transportation arrangement. Social distancing will be enforced. VEEP buses deliver students in the bus parking lot on the east side of campus. Once the students have arrived on campus, they are not to leave to go to the mini-mart on Clairemont Mesa Blvd., or any other destination. Students who leave campus are truant. When students return to campus, breakfast will be available at beginning at 8:30 am.

** DELIVERIES TO SCHOOL **

All deliveries and visitors must report to the main office. Deliveries from food vendors or food delivery services are not accepted at any time. In order to maintain the safety and security of our campus and students, and limit distractions to the educational environment, we do not accept lunch deliveries. All students are able to receive free breakfast and lunch. Deliveries of other items such as balloons/flowers will be held in the office until the end of the school day.

** EMERGENCY PROCEDURES **

Madison maintains a school-wide safety plan and holds regular drills for earthquakes, disaster preparedness and lockdowns. Our first priority in any emergency situation is the safety of all students and staff. In the event of an emergency, parents are notified by e-mail and telephone through SchoolMessenger. Parents are encouraged to tune into local media to learn about the details of an event. Parents can also download a San Diego Unified app for their smartphone on San Diego Unified’s website (www.sandiegounified.org) to receive information and updates. SD-Emergency is also a smartphone app that is available on in the App Store at https://itunes.apple.com/us/app/sd-emergency/id561733287? mt=8.

We ask that parents refrain from coming to the school in an emergency situation until such time that the school requests that parents do so. During an emergency, all attention is paid to the safety of the students and school personnel. Our primary concern is to secure the campus and ensure the safety of everyone within the school. All school personnel are involved in emergency situations which impacts school communication. We are unable to take incoming phone calls or answer e-mails in an emergency. Regular office services will resume at the conclusion of an emergency. Students are advised to return to school in the event of a catastrophic emergency, such as an earthquake, when on their way to or from school.

** LEAVING CAMPUS (Before School, During Lunch, After School) **

Students are not to leave campus once they arrive in the morning (whether on foot or by bus). They are not allowed to leave campus or go to their car during lunch. They must check in to an after school activity or tutoring once the school day has ended. There are no in-and-out privileges for students at any time. Parents will be notified by phone if a student violates this procedure and an immediate pick-up will be expected.

** BLUE SLIPS **

Procedure for leaving campus during the school day: If you must leave campus during the school day, your parent or guardian must call the attendance office 24-hours in advance to give permission for your release. A blue slip will be issued by the attendance office. Failure to get a blue slip before leaving campus will result in a truancy (even if your parent/guardian calls the following day to excuse you), as these cannot be cleared after the fact. Please make an effort to schedule your medical, dental and personal appointments after school hours. If you are off campus during school hours without a parent or a blue slip, you may be issued a citation and/or a fine (up to $290 and/or community service) by the police.

** STUDENT RESOURCES **

- Crisis Hotline for Mental Health: (888) 724-7240 (up2sd.org)

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STUDENT RESOURCES (continued)

- Crisis Text Line-Support for Teens: Text UCTL* to 741741, a helpful resource for bullying, drug problems, pregnancy, depression, STDs, LGBT, concern for others, etc. 7386 (24/7), Live Chat with the Trevor Project, Fridays, 4pm-5pm
- National Suicide Prevention Hotline: 1-800-273-8255
- Depression/Suicide Hotline: The Trevor Project call 866-488-7386
- Rape, Abuse and Incest National Network (RAINN): Call 1-800-656-4673 (24/7) Live Chat with RAINN (24/7)
- Childhelp National Child Abuse Hotline: Call 1-800-422-4453 (24/7)
- National Safe Place: Text SAFE and your current location to the number 69866 (24/7)
- Eating Disorders: http://wvm.nationaleatingdisorders.org/ Confidential Helpline 1-800-931-2237
- Gang Rescue and Support: http://www.graspyouth.org/
- Self-Harm Resources:
  - Sharp.com/mesavista
  - Selfinjury.com

STUDENTS SPEAKING OUT

Students Speaking Out provides students with a way to anonymously report crime and dangerous activities at school via phone, text or website. The information is passed directly to authorities. A number is given to the tipster at the time the tip is given, allowing the tipster to receive a cash reward that they pick up at a local bank. The call taker, nor bank teller, will ever ask for a name. Learn more at www.studentsspeakingout.org.

VISITORS

All visitors, including parents, must report to the main office and sign in. Visitors are issued a visitor's badge to be worn during their entire visit. Upon leaving campus, visitors must report to the main office and sign out. Former students and students from other schools, except those on official business, are not allowed on San Diego Unified School District campuses during school hours. Parents must have prior approval from a teacher or vice principal to visit a classroom.
**ALMA MATER**

O' Madison we pledge to thee
Our honor and fidelity.
Now and in the years to be—
Our never failing loyalty.
Colors raised on high,
we'll say
Never fail the blue and gray.
To depart the game is won,
Hail to thee, O' Madison.

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**FIGHT SONG**

Onward Warhawks, fight on to fame!
Onward Warhawks, forward to win the game!
Warhawks, Warhawks, we sing your praise!
Vikings, Pointers, Buccaneers, Komets, Chieftains, Always Fear!
Warhawks from MHS!