

Madera Adult School Newsletter



April 2022



Important Update: Spring Break is: April 11th thru April 18th, classes resume April 19th

[Please Complete COVID Form Before Leaving Home](#)

Be Your Best, Do Your Best!

School Climate and Culture----

Mission Statement

The mission of Madera Adult School is to provide students with a positive experience and lifelong learning skills to achieve their educational, career, and personal goals by developing respect, responsibility, and accountability, thus empowering the students to continue their education or transition into the workforce and become contributing citizens of a global community. (Revised and Adopted 8/17/20)

Vision Statement

Madera Adult School will be recognized as an innovative and progressive learning institution where students are inspired and supported by staff to be successful in the twenty-first century (Created and Adopted February 2018).

- **Renee Smith's Corner:**
 - **Reminder: CASAS post-testing is currently being done for students who have 40 plus hours of instruction.**
 - **For off-site classes, CASAS post-testing is done with paper & pencil.**
 - **Thank you teachers for staying on top of this.**
- **Ana Jasso's Corner:**
 - **April 29th, last day of CASA Testing (assessment).**
- **Attendance/Testing Corner:**

- **Important reminder: All attendance needs to be submitted before we leave for Spring Break.**

GOING ABOVE AND BEYOND

Teachers & Office Staff can nominate a MAS teacher or Office Staff for the “Going Above and Beyond” Award! This award recognizes a MAS employee that goes above and beyond the everyday expectations of her/his duties! Winners are awarded a certificate and a \$10 Starbucks Card! Please call or email Ana Jasso to nominate a deserving staff member. You may call Ana at 559-675-4425 or email her at anajasso@maderausd.org.

Madera Adult School is still registering students for HSD and HiSet. Students must call the school to schedule a time to register and test. Please plan to be here for at least 1.5 hours. Masks are required and students that are sick are asked not to attend until all their symptoms are gone. Masks must be worn to participate in registration and testing. Please call our school at 559-675-4425 to schedule an appointment or visit our school website at [Madera Adult School website](#).

Attendance Policy: Students are expected to attend each day they are scheduled to attend. Please contact your teacher if you are going to be absent or late for your class. When attending your classes, students are expected to participate in the lesson. Also important are attendance and a good attitude which are important to the program and to your success!

“The Challenge” REMAINS: Remember, Readers are Learners, and Learners are Earners! Books are available in the Office to loan. Please return the book back to the Office after you have read the book. Don’t forget to pick up a ticket from Ana once you have read a book. The ticket you earned from reading a book will be placed in a raffle drawing for three \$100 prizes!

Department Chairs:

Mrs. Anzaldo - ESL/DOC
Ms. Cruz - HSD

Mrs. Kovacs - HiSet
Mrs. Waters - SPED

Ms. Santana - ABE
Vacant - CTE



What is Autism Spectrum Disorder?

Autism spectrum disorder (ASD) is a [developmental disability](#) that can cause significant social, communication and behavioral challenges. There is often nothing about how people with ASD look that sets them apart from other people, but people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from

gifted to severely challenged. Some people with ASD need a lot of help in their daily lives; others need less.

A diagnosis of ASD now includes several conditions that used to be diagnosed separately: autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), and Asperger syndrome. These conditions are now all called autism spectrum disorder.

Signs and Symptoms

People with ASD often have problems with social, emotional, and communication skills. They might repeat certain behaviors and might not want change in their daily activities. Many people with ASD also have different ways of learning, paying attention, or reacting to things. Signs of ASD begin during early childhood and typically last throughout a person's life.

Children or adults with ASD might:

- not point at objects to show interest (for example, not point at an airplane flying over)
- not look at objects when another person points at them
- have trouble relating to others or not have an interest in other people at all
- avoid eye contact and want to be alone
- have trouble understanding other people's feelings or talking about their own feelings
- prefer not to be held or cuddled, or might cuddle only when they want to
- appear to be unaware when people talk to them, but respond to other sounds
- be very interested in people, but not know how to talk, play, or relate to them
- repeat or echo words or phrases said to them, or repeat words or phrases in place of normal language
- have trouble expressing their needs using typical words or motions
- not play "pretend" games (for example, not pretend to "feed" a doll)
- repeat actions over and over again
- have trouble adapting when a routine changes
- have unusual reactions to the way things smell, taste, look, feel, or sound
- lose skills they once had (for example, stop saying words they were using)

Información básica sobre el trastorno del espectro autista

Los trastornos del espectro autista (TEA) son una discapacidad del desarrollo que puede provocar problemas sociales, comunicacionales y conductuales significativos. A menudo, no hay indicios en el aspecto de las personas con TEA que los diferencien de otras personas, pero es posible que quienes tienen un TEA se comuniquen, interactúen, se comporten y aprendan de maneras distintas a otras personas. Las destrezas de aprendizaje, pensamiento y resolución de problemas de las personas con TEA pueden variar; hay desde personas con muy altos niveles de capacidad (dotadas, o *gifted* en inglés) y personas que tienen muchas dificultades. Algunas necesitan mucha ayuda en la vida diaria, mientras que otras necesitan menos.

Actualmente, el diagnóstico de TEA incluye muchas afecciones que solían diagnosticarse por separado e incluyen el trastorno autista, el trastorno generalizado del desarrollo no especificado de otra manera (PDD-NOS, por sus siglas en inglés) y el síndrome de Asperger. Hoy en día, a todas estas afecciones se las denomina trastornos del espectro autista.

Signos y síntomas

Las personas con un TEA a menudo tienen problemas con las destrezas sociales, emocionales y de comunicación. Es posible que repitan determinados comportamientos o que no quieran cambios en sus actividades diarias. Muchas personas con TEA también tienen distintas maneras de aprender, prestar atención o reaccionar ante las cosas. Algunos de los signos comienzan durante la niñez temprana y, por lo general, duran toda la vida.

Los niños o adultos con TEA podrían presentar las siguientes características:

- No señalar los objetos para demostrar su interés (por ejemplo, no señalar un avión que pasa volando).
- No mirar los objetos cuando otra persona los señala.
- Tener dificultad para relacionarse con los demás o no manifestar ningún interés por otras personas.

- Evitar el contacto visual y querer estar solos.
- Tener dificultades para comprender los sentimientos de otras personas y para hablar de sus propios sentimientos.
- Preferir que no se los abrace, o abrazar a otras personas solo cuando ellos quieren.
- Parecer no estar conscientes cuando otras personas les hablan pero responder a otros sonidos.
- Estar muy interesados en las personas pero no saber cómo hablar, jugar ni relacionarse con ellas.
- Repetir o imitar palabras o frases que se les dicen, o bien, repetir palabras o frases en lugar del lenguaje normal.
- Tener dificultades para expresar sus necesidades con palabras o movimientos habituales.
- No jugar juegos de simulación (por ejemplo, no jugar a “darle de comer” a un muñeco).
- Repetir acciones una y otra vez.
- Tener dificultades para adaptarse cuando hay un cambio en la rutina.
- Tener reacciones poco habituales al olor, el gusto, el aspecto, el tacto o el sonido de las cosas.
- Perder las destrezas que antes tenían (por ejemplo, dejar de decir palabras que antes usaban).

Upcoming Events

Sunday, April 17th, 2022
Easter Sunday

April 11th - 18th, 2022
Spring Recess

Tuesday, April 19th, 2022
Classes Resume

Monday, May 30th, 2022
Memorial Day
No School

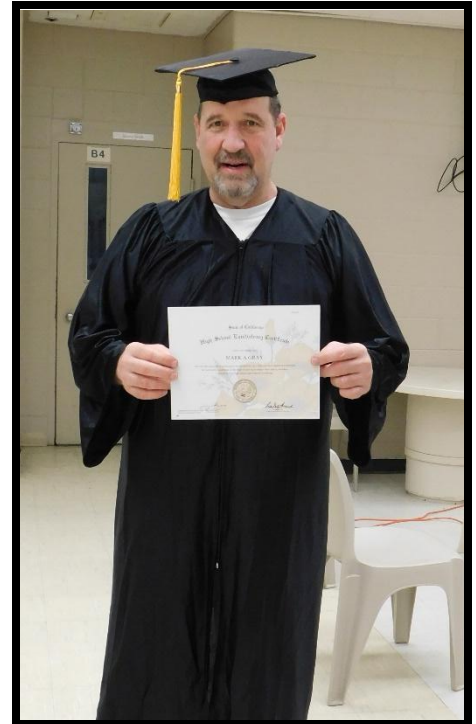
Wed. June 1st, 2022
Graduation

This Month's Highlights

Monthly Calendar	Month of April
April 11th through 18th, 2022	Spring Break No Classes
Sunday, April 17th, 2022	Easter Sunday
Tuesday, April 19, 2022	Classes are back in session.
Wednesday, April 20th, 2022	Policy & Procedures Meeting 4:00pm - 5:00pm

Madera County - Jail Division

Mark Gray



HiSET Graduate
December 2021

As Mark Gray's HiSET Instructor, I congratulate him for the great efforts and strides he put forth in my HiSET class. Mark was in my class for about two months. He was able to complete all of the five HiSET exams and graduate at the Madera County Jail.

Mark had told me that it had been over 30 years ago since he was in school and he wasn't sure if he would be able to learn well enough to pass all the exams to receive his High School Equivalency Certificate. I gave him words of encouragement and boosted his self-esteem so that he could focus in class and become prepared for the exams. Mark saw in himself that he was able to learn the subjects being taught and that his prior knowledge was being reinforced as he continued to complete the work given in class.

I am very proud of Mark for demonstrating to the rest of the class that anyone can finish their education by putting forth some effort, hard work, dedication, and determination. Once Mark is released from the Madera County Jail, he plans to attend college and become an Alcohol and Drug Rehabilitation Counselor. As determined as I had seen Mark in my class, I do believe that he will accomplish his career goal. Best wishes for the journey ahead!!

Adela Anzaldo, Instructor

Students of the Month

It is important that we recognize those students who have improved attendance, come to class on time, showing better study habits and are a positive influence in the classroom. Send the name of 1 special student per class to Mrs. Juarez who will print a certificate honoring them as student of the month. It is important that we remember most of our adult students have never received such a recognition. This is one way to improve student morale and boost their self-esteem. These names are to be submitted no later than the 25th of each month.

Students of the Month for March:

Adela Anzaldo:	Jose Castaneda	Ygnacio Henry Gallegos	
	Chloe Clifton	Angel Flores	Bartolo Cornejo
	Rodrigo Martinez	Josefino Gonzalez	Luis Maravilla
	Alberto Ibarra	Jeffrey Heffington	Alex Ruelaz
	Michael Salinas		
Lance Hoffrage:	Tyler Dias		
Paula Kovacs:	Andrea Figueroa	Marisela Bautista	Amanda Gonzalez
	Melissa Palomino	Catherine Uribe Noel Cortez	
Azalia Santos:	Eliselda Barragan	Amelia Feria Garcia	
Renee Smith:	Elsa Estrada	Naimeh Khalil Ismael	

SOMETHING TO PONDER:

Challenges are always an opportunity to strengthen our adaptability, resilience, and empathy. They force us to grow in different directions and see things in a new light. They knock us down only to prove that we can get back up. *Oprah*

There is no point in fighting with reality. We are not in control of what life throws at us, but we are always in control of how we react to it. That is the beauty of the obstacles we face. (Special Thanks to Patricia Rodriguez)

Counselors/Student Advocates

Mrs. Barbara Juarez: Teacher on Special Assignment, Lead Teacher. Please refer students on 504 plans to her.

Mrs. Pam Waters: Resource Specialist. She works with our Special Education / IEP Students

Michelle Santesteban, Transitions Specialist, (559)593-0993

The following days/times are designated weekly specifically for your students, staff questions, etc..... I can be easily reached via phone, text, and e-mail, as well as through our new website.

Transition Services Weekly Availability for MAS

Every 2nd Tuesday of the month, on site hours: 5:00pm - 7:00pm

Every Wednesday on site hours: 9:00am - 3:30pm

Every 4th Tuesday of the month hours 5:00pm - 8:00pm **virtual by appt. only**

To request an appointment with me, Go to [SCAEClearns.org](https://www.scaeclearns.org) - click on Transition Specialist, look for my name/picture and click on "Make an appt." I will always be available on other dates/times with an appointment and be as flexible as possible. Thank you for your support, and I look forward to another successful academic year.

All staff have access to my calendar to add appointments or you may email me directly.