



Magnolia Public Schools

Regular Academic Committee Meeting

Date and Time

Thursday November 30, 2017 at 7:00 PM PST

Location

MPS Home Office: 250 E. 1st St. Ste. 1500 Los Angeles, CA 90012

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

Remotely by dialing in to the following numbers:

Dial: 1.844.572.5683 Code: 1948435

MSA-San Diego 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)

940 Stewart Dr. Sunnyvale. CA 94085 (Dr. Umit Yapanel)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 250 East 1st Street, Los Angeles, CA 90012 Ste 1500.

Academic Committee Members:

Dr. Umit Yapanel

Dr. Saken Sherkhanov

Dr. Salih Dikbas

CEO and Superintendent:

Dr. Caprice Young

Agenda

Purpose

Presenter

Duration

I. Opening Items

A. Record Attendance and Guests

- B. Call the Meeting to Order**
- C. Pledge of Allegiance** 1 m
- D. Public Comments** 5 m
- E. Approval of the Agenda** Vote 1 m
- F. Approval of Minute of Regular Academic Committee Meeting- October 12, 2016** Approve Minutes 1 m

Approve minutes for Academic Committee Meeting on October 12, 2016

II. Discussion Item

- A. Glows, Grows and Next Steps** Discuss Academic Team 45 m
- B. Special Education/ Student Services** Discuss Kenya Jackson 40 m
- C. School Wellness Plan** Discuss David Yilmaz 15 m
- D. Illuminate Transition Plan (School Information System)** Discuss David Yilmaz 10 m
- E. Discussion of Volunteer Policy** Discuss David Yilmaz 10 m

III. Closing Items

- A. Adjourn Meeting** Vote

Cover Sheet

Approval of Minute of Regular Academic Committee Meeting- October 12, 2016

Section: I. Opening Items
Item: F. Approval of Minute of Regular Academic Committee Meeting-
October 12, 2016
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Committee Meeting on October 12, 2016



Magnolia Public Schools

Minutes

Academic Committee Meeting

Date and Time

Wednesday October 12, 2016 at 5:00 PM

Location

MSA 3 1254 E. Helmick St. Carson, CA 90746

Regular Academic Committee Meeting

Academic Committee Members:

Dr. Ali Korkmaz

Dr. Saken Sherkhonov

CEO and Superintendent:

Dr. Caprice Young

Committee Members Present

A. Korkmaz, S. Sherkhonov

Committee Members Absent

None

I. Opening Items

A. Record Attendance and Guests

Both committee members were present in person.

B. Call the Meeting to Order

S. Sherkhonov called a meeting of the Academic committee of Magnolia Public Schools to order on Wednesday Oct 12, 2016 @ 5:10 PM at MSA 3 1254 E. Helmick St. Carson, CA 90746.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

S. Sherkhanov made a motion to approve the agenda as presented.

A. Korkmaz seconded the motion.

The committee **VOTED** unanimously to approve the motion.

E. Approval of Minute of Regular Academic Committee Meeting- January 19, 2016

S. Sherkhanov made a motion to approve minutes from the Regular Academic Committee Meeting on 01-19-16.

A. Korkmaz seconded the motion.

The committee **VOTED** unanimously to approve the motion.

F. Approval of Minutes of Special Academic Committee Meeting- June 02, 2016

S. Sherkhanov made a motion to approve minutes from the Special Academic Committee Meeting on 06-02-16.

A. Korkmaz seconded the motion.

The committee **VOTED** unanimously to approve the motion.

II. Discussion Item

A. Academic Update

K. Jackson, Chief Academic Officer (CAO), presented the academic updates to the committee members. She explained the academic success that had taken place at the schools and what implementations had been put in place to support all students. Committee members asked the CAO what was needed to improve academics, K. Jackson explained the additional positions that she thought would be great additions to the academic team that would improve the MPS STEAM focus. Questions were addressed. This was a discussion item, no actions were taken.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Glow, Grows and Next Steps

Section: II. Discussion Item
Item: A. Glow, Grows and Next Steps
Purpose: Discuss
Submitted by:
Related Material: IIA-Academic Update Nov._001.pdf



Board Agenda Item #	Agenda #IIA
Date:	November 13, 2018
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Academic Update

Proposed Board Recommendation

Board Recommendations are not required

Background:

This report serves to inform the board about the following:

- Highlights of 2016-2017 Smarter Balanced Assessment results in Math and English Language Arts for grades 3-8th, 11th and 2016-2017 English Language Learner Results
- Summary of High School Graduation and Two/Four Year College Acceptance Rates
- Analysis of internal formative data which includes the administration of the NWEA MAP in Reading and Math for 3-8th grades and Interim Block Assessments for specific claims in English Language Arts and Math for grades 3-11th aligned to the Common Core Standards
- Areas of focus and growth
- 2017-2018 Action Plan- 1. Closing the Math and Literacy Gap 2. Refine and expand Social Emotional Learning and Special Education Program 3. Expanding STEAM program 4. Supporting English Language Learners 4. Data Management 5. MPS Teacher Evaluations

Budget Implications -None

- Amounts/ Funding Source
- CFO Review

Name of Staff Originator:

Kenya Jackson

Attachments

Glows, Grows and Next Steps

Curriculum Usage Reports for myOn and Naviance

Fall Practitioners Symposium

2017-2018 Action Plan

2016-2017 SBAC Power Point overview

2017

Glows, Grows and Next Steps

“The MPS Academic Team strives to empower teachers and leaders to inspire students to transform our communities through innovative, equitable and life-long learning.”

Academic Team
Magnolia Public Schools
11/9/2017

Table of Contents

Summary	2
Grows	2
Historical Graduation Rates	2
Special College Edition Academic Team Newsletter	3-6
Partnerships	7
NGSS Transition	7
Goals to Outcome	7-9
Key Areas of Focus	9-10
Grows	10
Academic Next Steps	10-13
Data Cycle Explanation	14
Big Goals	14
Fall Formative Data	15-16
Key Insights and Actions	17
Interim Block Assessments	17
Usage Reports- MyOn	18
Usage Reports- Naviance	18

SUMMARY

The purpose of this report is to summarize the “glows” and “grows” of academic progress (2016-2017 SBAC and internal data).

GLOWS

Renewal Win

- Magnolia Science Academy- 4 was renewed by LAUSD

2016-2017 SBAC Data (from webinar charts)

1. 5 out of 8 of our LA schools are on par with or exceed the district average in ELA
2. MSA-SA and MSA-SD outperform the district both in ELA and Math; MSA SA stands out because their overall enrollment increased by 500 students in (adding elementary grades and expanding)
3. 6 out of 10 MPS schools show growth in Math over 3 years, with 4 of those 6 schools showing growth of 5 percentage points or more
4. 70% of MPS cohorts of students experienced growth in math while attending MPS
5. In 6 out of 10 Magnolia Schools the SPED student group increased their scores by nearly 4 percentage points on average in ELA
6. 4 out of 10 MPS schools experienced growth with English Learners in ELA, with three of those schools demonstrating a growth of 3 percentage points or more over three years.
7. 3 schools experienced at least a 2 percentage points growth with English Learners in Math.
8. MSA 1 saw growth of 5 percentage points for the EL student group in both ELA and Math.
9. MSA SD saw growth of 23 percentage points for the EL student group in Math.
10. 5 out of 10 of all Magnolia Schools increased SPED scores by nearly 4 percentage points on average.
11. MSA 7 increased in SPED in both ELA and Math
12. 7 out of 10 of MPS schools experienced a growth of 2 percentage points or more in Math for students receiving free and reduced lunch.
13. 6 out of 10 of MPS schools show growth in math for students within the Hispanic student group, with four of those schools experiencing growth of 5 percentage points or more
14. 5 out of 7 of MPS schools that enroll a significant number of students within the White student group increased 2 percentage points or more in math, with three of those schools increasing by 15 percentage points or more.
15. 2 out of 3 of MPS schools that enroll a significant number of students within the Black student group increased by 10 percentage points or more in ELA.
16. MSA 3 increased scores in both ELA and Math for their Black student group
17. A-G completion rates are significantly higher than the district average
18. MSA 1's eleventh graders outperform the district and state in ELA and Math over three years

Historical Four-Year Cohort Graduation Rates

2013-2014		2014-2015		2015-2016		2016-2017	
LAUSD	70%	LAUSD	72%	LAUSD	77%	LAUSD	80%
SAUSD	87%	SAUSD	89%	SAUSD	92%	SAUSD	92%
MPS	90%	MPS	96%	MPS	95%	MPS	98%

MPS Change Agents

Special College Edition



Please note that the data collected is from both our College Advisors and Naviance and it is not the final number



College Advisors
Thank you for your hard-work and dedication to our Magnolia students.



Seniors
183 Seniors applied to Private, 2-year Colleges, Universities and Ivy League Schools this year.



Applications
Our MPS-wide High School Seniors applied to a total of 974 schools. That is an average of 3-4 applications per student. However, we did have a handful of students that applied to 10+ schools.

344

UC SCHOOLS APPLIED

Schools Seniors applied to: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz

\$1.4 mil

MPS-Wide Seniors received money from the following FAFSA, Grants, Scholarships

525

CSU SCHOOLS APPLIED

Seniors applied to: Cheneil Islands, Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Northridge, Polytechnic-Luis Obispo, Polytechnic-Pomona, San Diego, San Francisco, San Jose, Monterey Bay and others

105

OTHER

Seniors applied to other schools outside of our UC / CSU systems. Some have chosen Out of State colleges, Private Universities and Historically Black and College Universities all over the US. To name a few: UCON, Juillard, Oregon State, Cheyney, Texas University, Alabama A&M, Embry-Riddle, UPENN, Columbia, Brown, Princeton, Yale, and Dartmouth

232

CSU SCHOOLS ACCEPTED

92

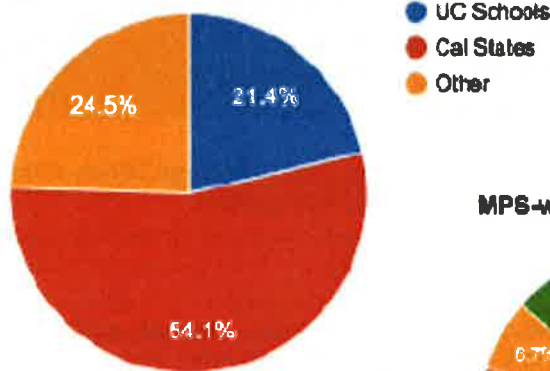
UC SCHOOLS ACCEPTED

MPS

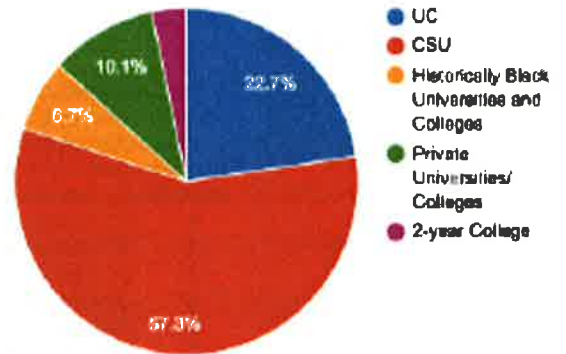
BIGGER PICTURE

Getting the bigger picture of which schools Seniors applied to and how "Other" schools are defined

MPS-Wide Applications to



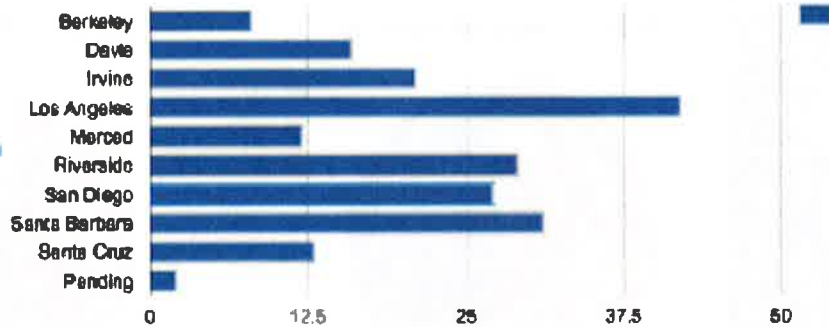
MPS-wide Acceptances



UC

92 Acceptances

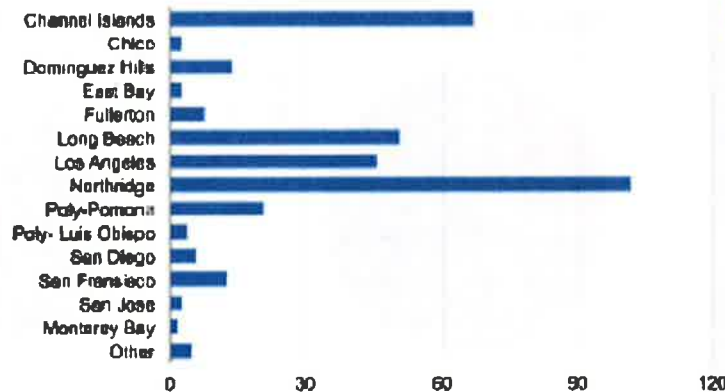
UC Acceptances



CSU

232 Acceptances

CSU Acceptances



School Acceptances

MSA-1, 2, 3

FYI

As we approach the end of the year, the College Edition of the Academic Newsletter will be continuously updated with current numbers.

Spotlight

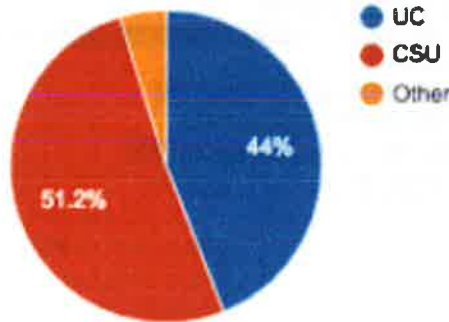
A first generation Latina from MSA-3 is currently holding the salutation place. She first became involved in extracurricular activities, here at MSA-3, early in her high school career and has stayed involved all the way through. She meticulously applied colleges through CSU Mentor, Quest Bridge, Common App, Black College Expo and UC Application system. Here is the list of colleges she has been admitted.

- | | |
|---------------------------|----------------------------------|
| 1. UC Santa Barbara | 10. Truman University |
| 2. UC Riverside | 11. Arcadia University |
| 3. UC Davis | 12. Madrid Admissions Slu, Spain |
| 4. CSU Long Beach | 13. Clarkson University |
| 5. CSU San Francisco | 14. Albright College |
| 6. CSU Stanislaus | 15. Toledo University |
| 7. Alabama A&M University | 16. University of Idaho |
| 8. Cheyney University | |
| 9. Howie State University | |

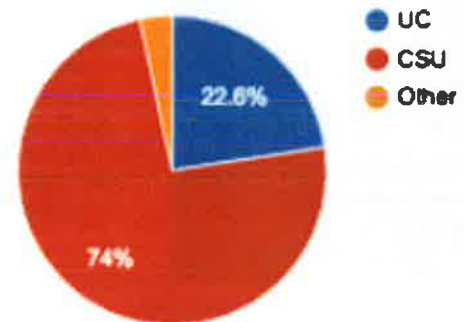
MSA-1

THE WARRIORS
68 Seniors

MSA-1 Applications



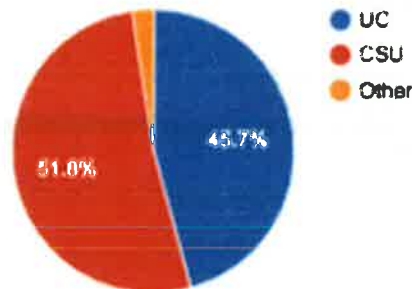
MSA-1 Acceptances



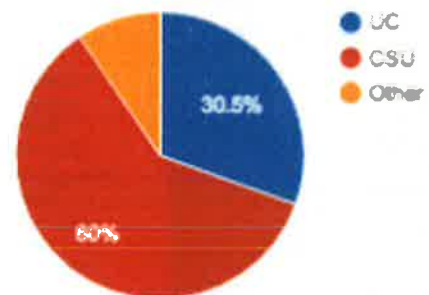
MSA-2

THE MUSTANGS
33 Seniors

MSA-2 Applications



MSA-2 Acceptances



School Acceptances

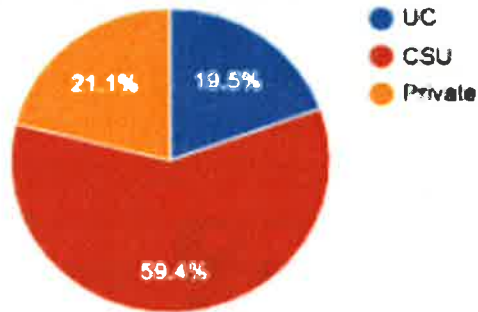
MSA-4 and Santa Ana

MSA-3

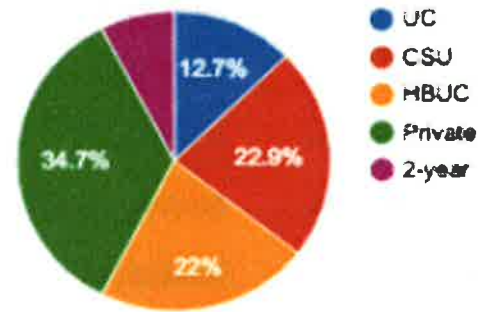
THE VIPERS

36 Seniors

MSA-3 Applications



MSA-3 Acceptances

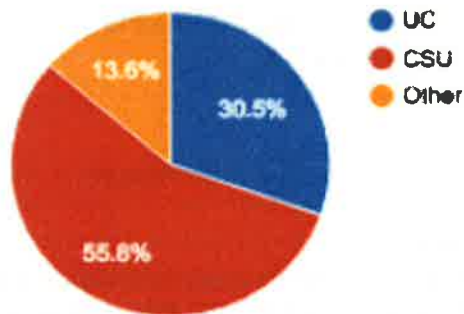


MSA-4

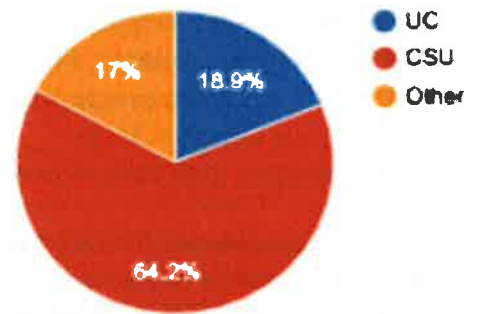
THE EAGLES

27 Seniors

MSA-4 Applications



MSA-4 Acceptances

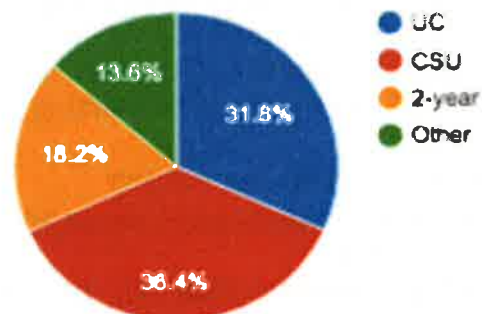


MSA-SA

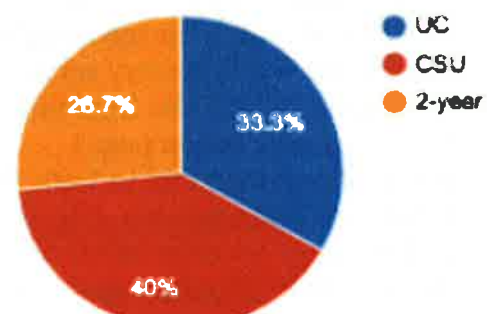
THE PIRATES

14 Seniors


MSA-SA Applications



MSA-SA Acceptances



English Learner Progress Indicator (ELPI) (on CELDT and reclassification)**State Indicators All Students Performance****English Learner Progress (1-12)**

	2016-17 Status	2015-16 to 2016-17 Change	
MSA-4:	Very High 100%	Maintained 0%	
MSA-5:	Medium 70.2%	Increased Significantly +15.5%	
MSA-6:	Very High 91.2%	Maintained -0.8%	
MSA-7:	High 80%	Increased Significantly +10.3%	
MSA-Bell:	Very High 100%	Maintained 0%	
MSA-San Diego:	High 84.6%	N/A	
MSA-Santa Ana:	Medium 73.5%	N/A	
LAUSD:	Medium 73.8%	Increased +4.7%	
SDUSD:	Medium 73.4%	Increased +2.3%	
SAUSD:	Medium 71.3%	Maintained +0.6%	

Partnerships

- Mount Wilson Observatory - field trips, programs, STEAM EXPO
- UCI Beall Center - Interns, field trips, STEAM EXPO
- LADWP Green Team programs
- UCLA Curtis Center – Math
- Pierce, Mission and Valley Community Colleges- Dual Enrollment

New Science Framework/NGSS Transition

- Principals and deans received training on NGSS shifts and observation tools
- Elementary, Middle and High School teachers attended PD focusing on new Science and Engineering Practices

GOALS to OUTCOME**Kenya Jackson, Chief Academic Officer**

- June-August- Two Day MPS Summer Teacher and Leadership Training- over 80 percent satisfaction rating for meaningful and applicable professional development
- Conducted visits at every school- monitor the quality of summer school programs
- September- Track the implementation of core curriculum starting with Study Sync and myOn (see usage reports on page)
- School leaders trained in Data Analysis, Collaborative Inquiry
- Established partnership with Mission Valley Community College and MSA 1&2
- Led Webinar on 2017 SBAC data for all of MPS
- October-Fall Teacher and Leadership Training with 85 percent satisfaction rating for meaningful and applicable professional development
- Spoke at LAUSD public hearing for support of MSA 4 and 5- articulating the mission/vision and successes of the schools

David Yilmaz, Chief Accountability Officer

- Created school goals template for schools to prioritize their goals based on the CA School Dashboard, SBAC data, WASC, and SPSA
- Created a SPSA template for schools to plan how to use their federal Title funds
- Revised the teacher evaluation protocols; added data component to the evaluations
- Oversaw design of TeachBoost as a platform to conduct teacher observations and evaluations
- Created a general staff evaluation protocol
- Trained, provided guidance and followed up on the implementation of the protocols
- Provided the c-team and the principals with data analysis sheets (Dashboard, SBAC, demographics, etc.) to make data-based observations and decisions
- Provided schools with directions in regards to WASC accreditation preparation
- Worked closely with Lydiett Vega to ensure compliance with reporting and audits
- Worked closely with Ismail Ozkay to start a transition plan from CoolSIS to Illuminate

Erdinc Acar, Regional Director- South and Blended Learning Advisor

- Provided STEM and NGSS resources, trainings and support during monthly deans and principals meetings.
- Updated teachers and admin teams on STEM and NGSS professional development opportunities.
- Arranged PD session for MPS symposiums
- Developed NGSS observation tool and trained school admin.
- Visited science teachers, observed classes, provided one-on-one coaching and support.
- Provided updates and support to staff on Fuel education online class offerings

Traci Lewin, Math Coach

- Created MPS Math Teachers Google site and Google Classroom to facilitate online collaboration.
- Conducted classroom observations at every school site and provided resources, training, and supports based on needs.
- Conducted training with school admin around SBAC Claims and Targets and finding resources to support SBAC prep.
- Conducted training with school leaders around growth mindset in math.
- Identified individual math teacher needs and created support plans for math teachers.
- Implemented the MPS Math Challenge
- Led regional math department meetings in the Valley and with Venice/Palms. Led individual math department meetings with individual schools.
- Attended CMC South Math Conference and LACOE Math Leaders Network Meeting to network and learn.
- Submitted approved proposal to present at CABA Conference.
- Submitted approved proposal to present at CCSA Conference.

Victoria Marzouk, Director of Student Services

- Training on trauma informed strategies, mental health, and restorative practices have been presented at the symposium
- A resource page of all documents related to student services has been added to the accountability main page
- Suicide prevention policy was written and approved
- Wrote the RTI model for academics and behavior
- Transferred 250 IEP's from Welligent to SEIS
- Conducted several SEIS trainings for MSA1-3

- Continued trainings
- DoS meeting held- SSP, SSPT, case studies, Teachboost standards 1 and 2
- Completed all interim IEPs
- Crisis management and safety planning

Ishmail Ozkay, Data Manager and SIS Coordinator

- MPS testing calendar is created and shared with site leaders.
- MAP portal was setup for Fall testing and testing started.
- Magnolia's Illuminate implementation/transition team is setup.
- Fall MAP testing is completed and data is uploaded on Illuminate for teacher and site admin access.
- First IABs are administered.
- First Illuminate implementation meeting is held and roadmap is setup.

Nicole Vasquez, EL Coordinator

- Completed total revision of MPS EL Master Plan.
- Completed total revision of MPS Title III Improvement Plan
- Met with all site-level EL coordinators to review action items and job duties.
- Provided initial training for compliance of all core teachers at 5 MSA schools.
- Provided initial training for CHATS framework of all core teachers at 5 MSA schools.
- Provided ELD training and updates to all deans and principals.
- Hosted an EL Coordinators' meeting at the MPS In-Service.
- Established relationships with CAFE and Ednovate.
- Submitted approved proposal to CAFE for a session on integrated ELD in the secondary math class.
- Provided initial training for compliance of all core teachers at 4 MSA schools.
- Provided initial training for CHATS framework of all core teachers at 4 MSA schools.
- Submitted approved proposal to CCSA for a session on integrated ELD in the secondary math class.
- Conducted observations and coordinator coaching at school sites.
- Created compliance folders for each school site.
- Reviewed federal program monitoring guidelines and ensured compliance.

Jenny Obuchi, Academic Assistant

- Supported the CAO with logistics (e.g. venue, food, follow-up with presenters) for the Summer in-service and Fall Practitioners Symposium
- Created the brochure for both the Summer In-Service and Fall Practitioners Symposium
- Ordered replenishment and new curriculum for each school site and ensured it was within budget
- Academic Newsletter that is sent district-wide to all MPS staff
- Reached out to current vendors for sponsorship for the district-wide PDs
- Received sponsorship for Summer In-Service from Edlogical (\$500), Riders Express (Breakfast) and Preferred Meals (\$1,500)
- Sponsorship for the upcoming Spring Symposium- Coolsis (\$1,000) and Bulk Supply Store (\$500)
- Supported the CAO and members of the Academic Team administratively

KEY AREAS OF FOCUS

Student Services

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders
- Improve program quality of special education and restorative practices

Curriculum & Instruction

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

Data Cycle & Planning

- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

Professional & Leadership Development

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need

Other Next Steps

- Plan for Full Implementation of Illuminate as Student Information System
- Expanding Social Emotional Learning, Special Education and New Teacher/BTSA Coach (Literacy background) roles
- Adoption of Power Math curriculum

GROWS

- Increase growth on ELA and Math SBAC so that all Los Angeles schools exceed the district average
- Provide continued support to school leaders and teachers with the increase of diverse student groups

- Decrease the percentage of students performing below standard in ELA and Math by focusing instruction on specific claims (concepts and procedures, reading, writing and listening)
- Increase integrated ELD support in Math, including content area vocabulary.
- Increase integrated and designated ELD support in ELA, including content area vocabulary and language acquisition.
- Increase fidelity to the MPS adopted ELA/ELD and Math curriculum.
- Support students in non-tested grades 9-10th in preparation for 11th grade SBAC in ELA and Math
- Increase teachers capacity in providing concrete math strategies that span 9-11th grade

ACADEMIC TEAM'S NEXT STEPS

Critical to the growth of our academic program is our 2017-2018 action plan. Below are performance goals for each member of the academic team. Performance goals in this action plan require measurability, objectives, actions, individuals responsible, and evaluation (assessment/ evidence and timeline).

Kenya Jackson, Chief Academic Officer

- Data Analysis: train Dean of Academics and Principals on Data Cycle, provide PD on writing SMART goals and Action Plans
- Develop, select and implement key strands related to teaching and learning for MPS teachers for summer, fall and spring symposiums
- Conduct school visits focused on identifying best instructional practices, support with areas of need and implementation of current action plan
- Manage and support direct reports to meet/exceed goals stated in current action plan and support the renewals of MSA 4/5
- Monitor/drive the implementation of core curriculum (StudySync, myOn, Connect Ed, Naviance)
- Monitor/drive the progress and identification of GATE students, implementation of program at school sites
- Monitor the progress of seniors journey to applying and acceptance into colleges, universities etc.

David Yilmaz, Chief Accountability Officer

- SPSA: Ensure each school develops a high quality SPSA that serves MPS goals around student support.
- CA School Dashboard Local Indicators: Train principals on local indicators, provide self-reflection tools and ensure each school reports their indicators to the state accurately.
- CA School Dashboard: Share the new release with the schools and prepare an update on where each school stands and whether we have met our goals.
- School Wellness Plan: Develop a plan to be approved by the board. Train all school leaders on the implementation of the plan.
- Volunteers Policy: Develop a policy to be approved by the board.
- Salary Scale: Continue working on the draft policy that will be proposed to the board.
- Evaluations: Ensure schools are on track in terms of informal observations. Ensure general staff evaluation is also followed up by the school leaders.
- Lead periodic data discussions among the leadership
- Continue to hold the school leaders accountable on their monthly tasks sheet

Erdinc Acar, Regional Director- South and Blended Learning Advisor

- NGSS Transition Phase – build foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expand collaborations between teachers and school leaders
- NGSS Implementation Phase – expand professional learning support, fully align curriculum, instruction, and assessments, and effectively integrate these across the field.
- Train admins on the NGSS shifts and on the NGSS lesson observation tool.
- Hold science dept chair coordination meeting with the focus of NGSS implementation and STEA(M) programs
- Provide STEM trainings and workshops
- Provide teachers with collaboration opportunities
- Organize STEM EXPO/Fairs at school and organization level
- Share best practices and programs
- Connect schools with higher ed, business and industry partners.
 - Expand PLTW offerings.
 - Develop strategies for Mount Wilson Partnership
- Identify and apply for grants and funding for STEM related activities.

Traci Lewin, Math Coach

- Provide capacity building and teacher development for math teachers
 - Conduct monthly school site visits and provide support to school sites and teachers based on needs.
 - Provide and create professional learning opportunities for math teachers
 - Create and provide training for teachers around areas of need, such as, lesson planning and increasing rigor in the classroom.
 - Maintain an updated professional development calendar with high-quality outside professional learning opportunities.
 - Hold quarterly regional meetings (where applicable) to facilitate sharing of best practices and professional learning for math teachers.
 - Maintain the MPS Math Teacher Google Site and Google Classroom on a monthly basis to encourage and support online collaboration among all schools.
- Strengthen math intervention programs and supports for students
 - Bolster Power Math Classes to increase student achievement
 - Research and identify key instructional strategies, especially strategies to support English Learners and Students with Special Needs, and resources to support struggling math students and conduct a training for Power Math teachers.
 - Identify math teacher leaders that can support Power Math teachers and help in identifying key instructional strategies and resources.
 - Provide training and support to teachers to ensure compliance and increase student achievement for English Language Learners and Students with IEPs.
 - Develop MPS-wide benchmarks to better assess student learning
 - Create a pacing guide for McGraw Hill curriculum and align SBAC Interim Assessment Blocks to the curriculum

Victoria Marzouk, Director of Student Services

- Increase the spectrum of support and services to Special Education students
 - Work with special education consultant to observe each school site and discuss future planning.
 - Do a cost analysis for each campus and in-house positions such as school psychologists and speech therapists.

- Create classes/programs for moderate/severe students (study skills, SSR, co-teaching, pull out, SPED core classes)
- Increase training for Tier I behavior and academic interventions for classroom teachers
- Strengthen the use of the SSPT model for behavior and academics
- Strengthen the use of Restorative Practices:
 - Include PD on restorative practices at each symposium
 - Train Reflection Committees on restorative practices
- Social Emotional Learning
 - Work with Social Work interns and Psychologist interns to create girls empowerment groups and boy etiquette and anger management groups
 - Have parent training workshops on suicide prevention and mental health
 - Increase programs such as Etiquette and Train of thought across all campuses
 - Counseling Interns will work with general education students on social emotional health.

Ishmail Ozkay, Data Manager and SIS Coordinator

- MPS Testing Calendar: Create MPS wide testing calendar for 2017-18 including MAP, IABs, ICA, SBAC, AP, and PFT.
- MAP testing setup and administration: Setup MAP portal for Fall and Spring MAP testing (Winter is optional) and follow up with site leaders for timely administration. After each testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- SBAC Interim Assessment Blocks and Interim Comprehensive Assessment administrations: Follow up with site leaders to administer IABs (once in a month in ELA and Math). Coordinate and follow up ICA testing in Feb. After each testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- SBAC summative assessment: Coordinate and follow up with site testing coordinators SBAC testing in Apr/May. After testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- Transition to Illuminate SIS: Coordinate the transition with Illuminate implementation team and Magnolia staff. Schedule and attend to implementation meetings, trainings, workshops and bootcamps. Support data migration to Illuminate database.

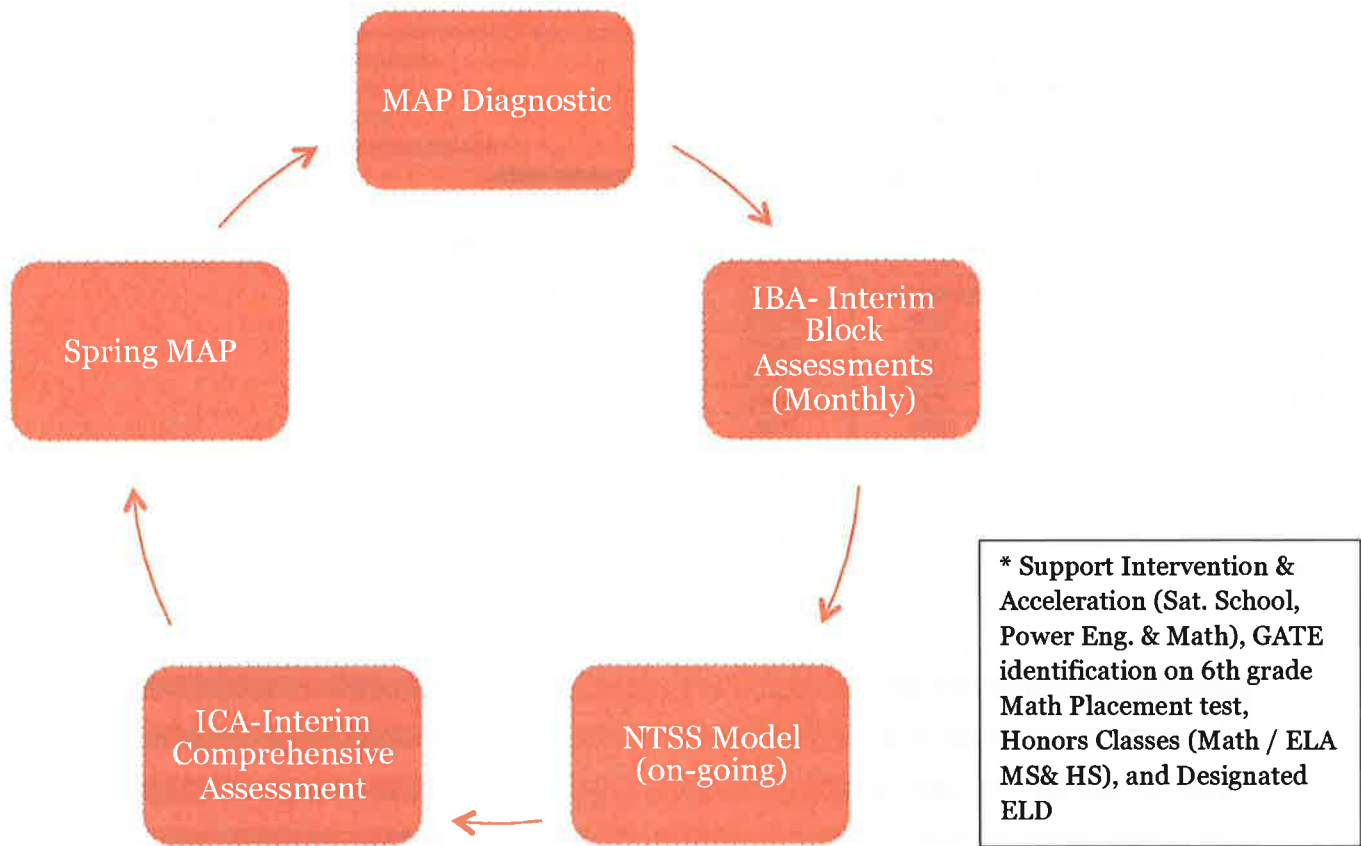
Nicole Vasquez, EL Coordinator

- Strengthen and reinforce the EL Program and Master Plan with research-based strategies that facilitate EL achievement and success
- Designate and train EL Coordinators at each school site in order to bridge communication and address areas of need, as well as facilitate training and collaboration
- Ensure that all teachers receive ongoing training and coaching for integrated ELD and applicable curriculum, and ensure that all teachers receive support in implementing the EL Master Plan
- Work with site-level EL Coordinators to regularly monitor and assess EL students to ensure progress. Collaborate, notify parents, and create action plans as needed.
- Professional development calendar will be created for the upcoming school year.
- Title III Improvement Plan will be updated to reflect changes to the MPS Master Plan.
- MPS EL Coordinator will maintain compliance folders for all school sites.
- All schools will accurately report all EL data in a timely manner.
- MPS EL Master Plan will be updated to reflect ESSA and Title III changes.
- MPS EL Coordinator and site level EL Coordinators will meet to discuss upcoming changes and provide feedback on EL Program.

Jenny Obuchi, Academic Assistant

- Streamline Book Order process with the Finance Dept. from McGraw Hill to ensure that each school is within the approved budget and curriculum is ordered prior to the beginning of school
- Continue reaching out to vendors for sponsorship for our district-wide PDs
- Provide assistance and effective administrative support primarily to the CAO and when needed with other members of the academic team
- Network to build rapport with both presenters and vendors

DATA CYCLE EXPLANATION

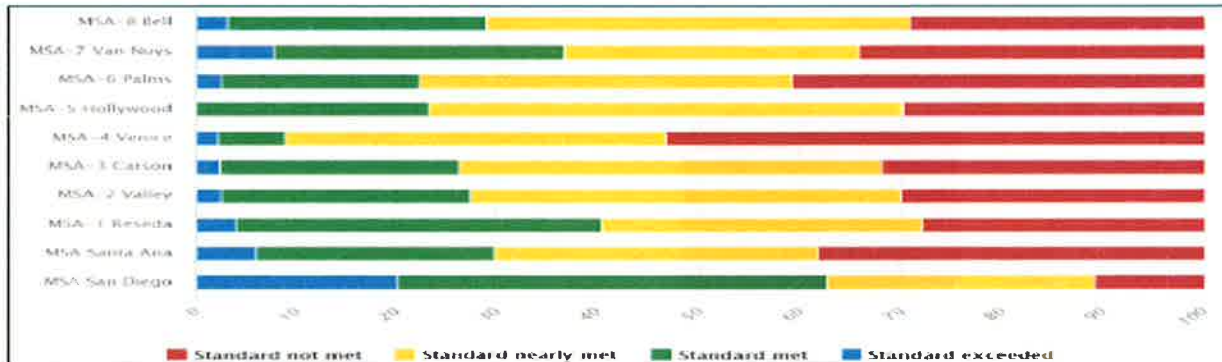
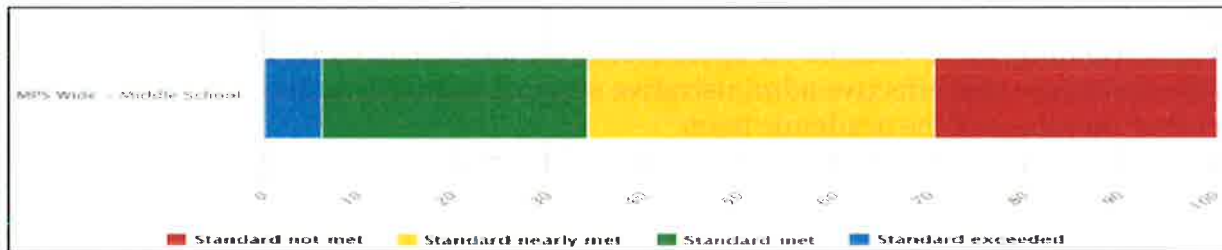


BIG GOAL

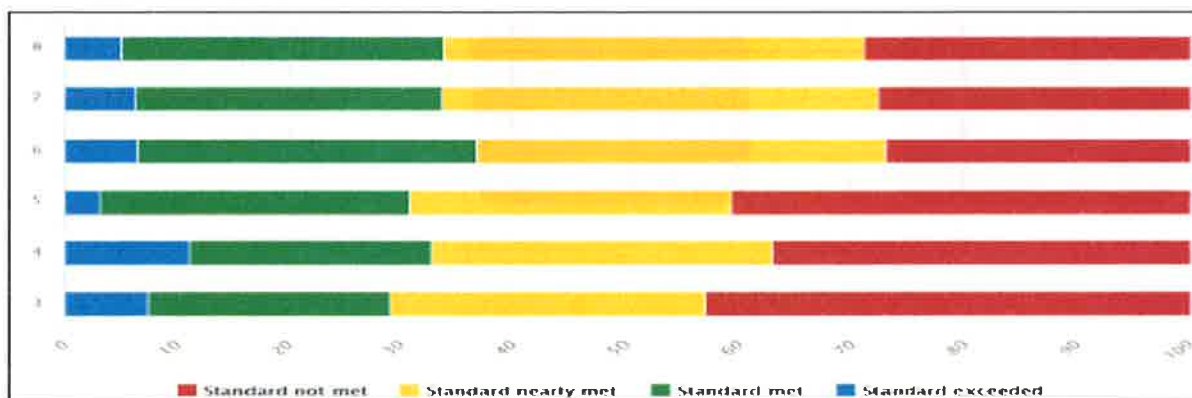
All students will have at least a 2% growth on one or more on ELA and Math on the 2017 SBAC
Magnolia Public Schools will increase MATH/ELA proficiency by 10% on 2018-2019 Smarter Balance Assessment.

2017 FALL FORMATIVE DATA

2017-18 MPS
Fall MAP Testing: Reading



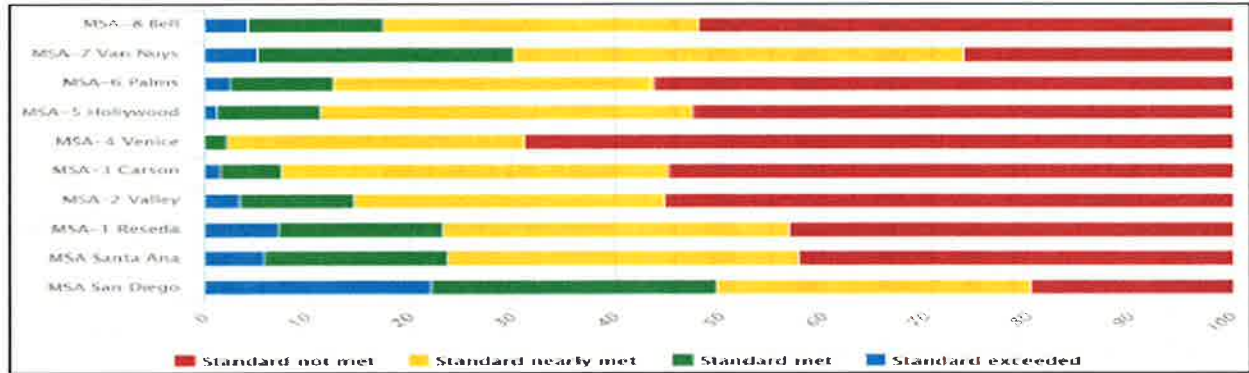
	# tested	Exceeded	Met	Nearly Met	Not Met
MPS	2487	6%	28%	36%	30%
MSA1	247	4%	36%	32%	28%
MSA2	270	3%	25%	43%	30%
MSA3	244	3%	24%	42%	32%
MSA4	45	2%	7%	38%	53%
MSA5	151	0%	23%	47%	30%
MSA6	157	3%	20%	37%	41%
MSA7	155	8%	29%	29%	34%
MSA Bell	475	3%	26%	42%	29%
MSA SD	372	20%	43%	27%	11%
MSA SA	371	6%	24%	32%	38%



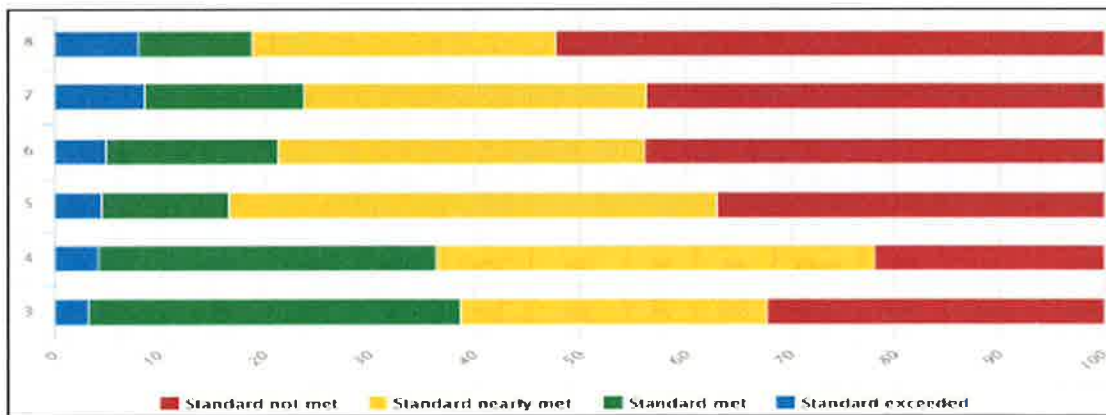
	# tested	Exceeded	Met	Nearly Met	Not Met
Grade 3	93	8%	22%	28%	43%
Grade 4	116	11%	22%	30%	37%
Grade 5	130	3%	28%	29%	41%
Grade 6	662	7%	30%	36%	27%
Grade 7	752	6%	27%	39%	28%
Grade 8	734	5%	29%	37%	29%

2017-18 MPS

Fall MAP Testing: Math



	# tested	Exceeded	Met	Nearly Met	Not Met
MPS	2518	7%	16%	33%	45%
MSA1	249	7%	16%	33%	44%
MSA2	270	3%	11%	30%	56%
MSA3	250	2%	6%	37%	55%
MSA4	45	0%	2%	29%	69%
MSA5	151	1%	10%	36%	53%
MSA6	159	3%	10%	31%	57%
MSA7	156	5%	25%	44%	26%
MSA Bell	475	4%	13%	30%	52%
MSA SD	384	22%	27%	31%	20%
MSA SA	379	6%	18%	34%	42%



	# tested	Exceeded	Met	Nearly Met	Not Met
Grade 3	93	3%	36%	29%	32%
Grade 4	118	4%	32%	42%	22%
Grade 5	132	5%	12%	46%	37%
Grade 6	665	5%	16%	35%	44%
Grade 7	760	9%	15%	33%	44%
Grade 8	751	8%	11%	29%	52%

INTERIM BLOCK ASSESSMENTS

2017-18 MPS

ELA Interim Assessment Blocks as of Nov 8

2017-18 MPS

Math Interim Assessment Blocks as of Nov 8

	Test Name	# tested	% above	% at/near	% below
Grade 2	Language and Vocabulary Use	18	0%	11%	89%
Grade 5	Language and Vocabulary Use	72	11%	47%	42%
Grade 6	Language and Vocabulary Use	219	7%	46%	47%
	Reading Informational Texts	192	16%	53%	31%
	Listen/interpret	161	10%	51%	39%
Grade 7	Read Literary Text	128	10%	47%	43%
	Reading Informational Texts	31	19%	55%	26%
	Listen/interpret	127	12%	55%	33%
	Language and Vocabulary Use	104	13%	51%	36%
Grade 8	Editing	152	10%	74%	16%
	Read Literary Text	85	11%	44%	45%
	Reading Informational Texts	23	30%	57%	13%
	Listen/interpret	81	12%	63%	25%
Grade 9	Edit/Revise	148	11%	51%	38%
	Brief Writes	86	52%	38%	10%
	Listen/interpret	66	11%	59%	30%
Grade 10	Read Literary Text	76	13%	61%	26%
	Reading Informational Texts	33	21%	64%	15%
	Listen/interpret	120	8%	64%	28%
	Language and Vocabulary Use	119	5%	46%	49%
Grade 11	Read Literary Text	105	23%	54%	23%
	Reading Informational Texts	36	53%	44%	3%
	Listen/interpret	88	8%	76%	16%
	Language and Vocabulary Use	90	17%	50%	33%

	Test Name	# tested	% above	% at/near	% below
Grade 2	Number & Operations in Base Ten	45	0%	16%	84%
Grade 3	Number & Operations in Base Ten	87	14%	40%	46%
Grade 4	Number & Operations in Base Ten	61	5%	49%	46%
	Geometry	53	15%	75%	9%
Grade 5	Number & Operations in Base Ten	83	10%	29%	61%
Grade 6	The Number System	54	9%	26%	65%
	Ratio & Proportional Relationships	500	9%	21%	69%
Grade 7	The Number System	183	19%	54%	27%
	Ratio & Proportional Relationships	357	8%	53%	39%
Grade 8	The Number System	476	24%	38%	37%
	Expressions & Equations I	172	16%	52%	33%
Grade 9	The Number System	24	42%	46%	13%
	Algebra & Functions I	22	27%	18%	55%
Grade 10	Algebra & Functions I	63	19%	35%	46%
Grade 11	Seeing Structure in Expressions...	16	0%	19%	81%
	Number & Quantity	26	19%	54%	27%
	Algebra & Functions II	24	0%	11%	13%
	Algebra & Functions I	179	13%	45%	42%

USAGE REPORTS

**Magnolia Public Schools myON Project Implementation and Impact Rubric
From August 15, 2017 to November 5, 2017**

Goals and Timeline			Performance: Reading Activity by Building										Measurement: Lexile and Growth		
Site Name - MSA	Site Goals	Launch Month, Yr.	Student Count/ % of Students with Activity	Number of Books Accessed	Number of Books Completed	Total Minutes Read	% Days with Reading	% Out-of-School Reading	% of Time Spent Reading Without Audio	% of Time Spent Reading Non-Fiction	Minutes Read at Lexile	% Avg. at Lexile	Avg. Ending Lexile Score in Period by Site	Lexile Growth by Site	Yearly Growth Trajectory
1	IR	4/8/16	415/83%	5,835	3,486	111,358	24%	1%	55%	46%	40,046	36%	737 L	+11 L	88 L
2	IR	4/5/16	439/43%	1,833	941	25,978	4%	7%	15%	35%	10,765	41%	685 L	+11 L	98 L
3	IR	1/21/16	520/38%	2,328	1,384	27,827	4%	0%	24%	40%	9,641	35%	637 L	-6 L	108 L
4	IR	7/5/17	87/84%	1,461	914	23,772	26%	4%	23%	55%	8,161	34%	662 L	+18 L	103 L
5	IR	4/4/16	172/80%	1,536	738	13,433	7%	3%	14%	58%	3,564	27%	617 L	-37 L	112 L
6	IR	1/27/16	166/95%	6,422	4,388	97,038	35%	2%	25%	42%	28,688	30%	732 L	-74 L	89 L
8	IR	7/5/17	494/95%	12,032	6,794	164,930	19%	4%	19%	49%	35,686	40%	715 L	+36 L	92 L
SA	IR	7/5/17	687/68%	12,448	6,656	140,239	12%	8%	23%	39%	24,009	28%	517 L	+83 L	132 L

- Avg. Ending Lexile Score in Period (per Building) – 663L | Avg. Lexile Growth (per building) - +2.4L
- Total Books Accessed – 43,895 | Days with Reading – 17% | Out-of-School Reading – 4%
- Total Minutes Spent Reading at Lexile– 206K of 604K Total Minutes Read

Notes:

- Site Goals are Independent Reading (IR), Classroom Connections (CC), Home-to-School Access/Classroom Libraries (CL)
- Out-Of-School Minutes read outside of 8AM - 3PM weekdays plus minutes read over weekend
- On-Target reading occurs when a student reads a book that is between 50 Lexile points above and 100 Lexile points below their Lexile ability at the time of reading.
- per Week in this report is measured as 7 day periods, not a calendar week starting on any particular day
- Yearly Growth Trajectory is the projected future growth estimate for each student or group of students one year from the ending date of the report. This value is based on several factors including a student's current Lexile level, grade, and the number Lexile tests he/she has taken.

Test Score Webinar

Better than others, not yet high-performing

— Presented By: The MPS Academic Team —

Norms and Webinar Outcomes

Norms

- Listen intently
- Use the chat box to ask questions and interact
- Stay on Topic when unmuted
- Be Solution Oriented
- Mute your line during facilitation

Outcomes:

- To review the background and context of the 2016-2017 Smarter Balanced Assessments
- To summarize glows/grows and present key focus areas for the 2017-2018 school year.
- To provide the following data: Three-year data charts of SBAC results broken down by grade level and student groups, with percentages combining meeting or exceeding standards. Also included are state and local district comparisons and graduation rates.

Background

Smarter Balanced Assessments The 2017 California Assessment of Student Performance and Progress (CAASPP) System includes online and paper-based summative assessments:

- Online
 - Smarter Balanced Summative Assessments—English language arts/literacy (ELA) and mathematics
 - California Alternate Assessments—English language arts/literacy (ELA) and mathematics
 - Paper-Pencil
 - Standards-based Tests in Spanish—Reading/language arts (RLA)
- The summative assessments are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness. Each test in English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer-adaptive test and (2) a performance task, administered within a selected testing window available at 66 percent of the instructional year for grades three through eight, and grade eleven.

The summative assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

California Alternate Assessments (CAAs) are online tests for students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards, called Core Content Connectors ("Connectors"). The Connectors make the test more accessible for students with the most significant cognitive disabilities. The CAAs are administered to each student individually.

CAA items and tasks represent three different levels of complexity. Students' responses to the first set of test questions determine the complexity of the items that follow.

Rubric that Measures Students Proficiency in ELA

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grades 3-5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6-8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Rubric that Measures Students Proficiency in Math

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
<p>Grades 3-5</p>	<p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>
<p>Grades 6-8</p>	<p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>
<p>Grade 11</p>	<p>The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>	<p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.</p>

Claims- ELA: What kids need to know/do

Area	Above Standard	Near Standard	Below Standard
Reading	The student demonstrates a thorough ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of high complexity.	The student demonstrates some ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity, understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.
	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student does not demonstrate an ability to produce well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different effective and wellgrounded writing for a range of purposes and audiences.
Listening	The student demonstrates a thorough ability to deliver information orally for a variety of uses, effective listening skills for a range of purposes and audiences, and to critically interpret and use information delivered orally.	The student demonstrates some ability to deliver information orally for a variety use effective listening skills for a range of purposes and audiences, and to accurately interpret and use information delivered orally.	The student does not demonstrate the ability to use effective listening skills.
	The student demonstrates a thorough ability to use engage in research and inquiry methods as a way to engage with a topic and then to investigate topics, and to analyze, integrate, and present information in a persuasive and sustained exploration of a topic.	The student demonstrates some ability to use engage in research and inquiry methods to explore a topic and to investigate topics, and to analyze, integrate, and present information.	The student does not demonstrate the ability to engage in research and inquiry methods to investigate topics, and to analyze, integrate, and present information.

Claims- Math: What kids need to know/do

Area	Above Standard	Near Standard	Below Standard
Concepts and Procedures	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to explain and apply mathematical concepts, or the ability to interpret and carry out mathematical procedures with ease and accuracy.
Problem Solving/Modeling and Data Analysis	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student does not yet demonstrate the ability to analyze real-world problems, or build and use mathematical models to interpret and solve problems.
Communicating Reasoning	The student demonstrates the thorough ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

2016-2017 MPS Demographics

School Site	Total Enrollment	Number of ELs	% of ELs	Number of SPED	% of SPED	Number of SED	% of SED
MSA 1	541	64	11.8%	88	16.3%	486	89.8%
MSA 2	458	78	17.0%	90	19.7%	428	93.4%
MSA 3	460	27	5.9%	43	9.3%	384	83.5%
MSA 4	192	20	10.4%	35	18.2%	145	75.5%
MSA 5	187	44	23.5%	39	20.9%	162	86.6%
MSA 6	173	19	11.0%	27	15.6%	140	80.9%
MSA 7	301	74	24.6%	39	13.0%	214	71.1%
MSA 8	499	75	15.0%	54	10.8%	459	92.0%
MSA SA	639	221	34.6%	87	13.6%	512	80.1%
MSA SD	427	11	2.6%	46	10.8%	102	23.9%

Summary of 2016-2017 Overall MPS Proficiency Data

Glows

- 5 out of 8 of our LA schools are on par with or exceed the district average in ELA
- MSA-SA and MSA-SD outperform the district both in ELA and Math; MSA SA stands out because their overall enrollment increased by 500 students in (adding elementary grades and expanding)
- 6 out of 10 MPS schools show growth in Math over 3 years, with 4 of those 6 schools showing growth of 5% or more
- 70% of MPS cohorts of students experienced growth in math while attending MPS
- In 6 out of 10 Magnolia Schools the SPED student group increased their scores by nearly 4% on average in ELA

Grows

- Increase growth on ELA and Math SBAC so that all Los Angeles schools exceed the district average
- Provide continued support to school leaders and teachers with the increase of diverse student groups
- Decrease the percentage of students performing below standard in ELA and Math by focusing instruction on specific claims (concepts and procedures, reading, writing and listening)
- Increase integrated ELD support in Math, including content area vocabulary.
- Increase integrated and designated ELD support in ELA, including content area vocabulary and language acquisition.
- Increase fidelity to the MPS adopted ELA/ELD and Math curriculum.

Summary of Student Group Proficiency Performance on 2016-2017 SBAC

Glows

- 4 out of 10 MPS schools experienced growth with English Learners in ELA, with three of those schools demonstrating a growth of 3% or more over three years.
- 3 schools experienced at least a 2% growth with English Learners in Math.
- MSA 1 saw growth of 5% for the EL student group in both ELA and Math.
- MSA SD saw growth of 23% for the EL student group in Math.
- 5 out of 10 of all Magnolia Schools increased SPED scores by nearly 4% on average.
- MSA 7 increased in SPED in both ELA and Math
- 7 out of 10 of MPS schools experienced a growth of 2% or more in Math for students receiving free and reduced lunch.
- 6 out of 10 of MPS schools show growth in math for students within the Hispanic student group, with four of those schools experiencing growth of 5% or more
- 5 out of 7 of MPS schools that enroll a significant number of students within the White student group increased 2% or more in math, with three of those schools increasing by 15% or more.
- 2 out of 3 of MPS schools that enroll a significant number of students within the Black student group increased by 10% or more in ELA.
- MSA 3 increased scores in both ELA and Math for their Black student group

Grows

- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Special Education and General Education teachers will collaborate on IEP goals and work samples that align with SBAC claims and areas of need.
- Increase supports to all student groups in Math to align performance on SBAC with overall student performance.
- Gather data and monitor effectiveness of intervention programs; power classes, tutorings and Saturday schools.
- Increase teachers capacity in instruction aligned with effective common core instructional practices

Summary of 3 year Graduation Rates and 11th Grade Areas of Need

Glows

- Graduation rates are higher than the district average
- 2013-2014
 - LAUSD 70%
 - SAUSD 87%
 - MPS 90%
- 2014-2015
 - LAUSD 72%
 - SAUSD 89%
 - MPS 96%
- 2015-2016
 - LAUSD 77%
 - SAUSD 92%
 - MPS 95%
- A-G completion rates are significantly higher than the district average
- MSA 1's eleventh graders outperform the district and state in ELA and Math over three years

Grows

- Support students in non tested grades 9-10th in preparation for 11th grade SBAC in ELA and Math
- Increase teachers capacity in providing concrete math strategies that span 9-11th grade

Key Focus Areas

Student Services

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders

Curriculum & Instruction

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

Data Cycle & Planning

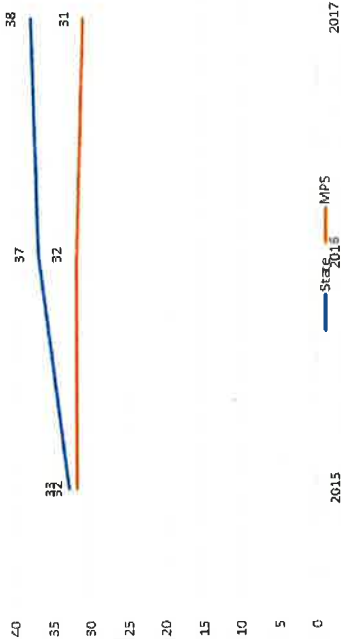
- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

Professional & Leadership Development

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need

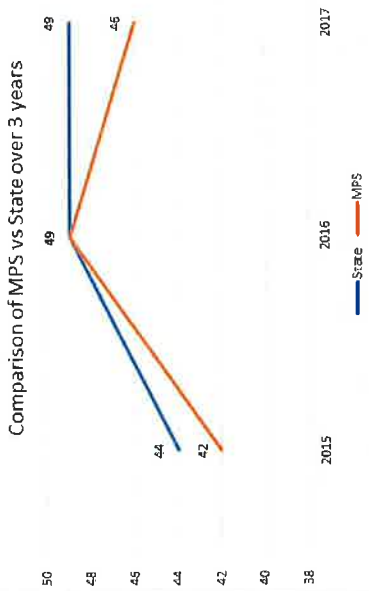
MPS trails the state average

3- Year Comparison of Math SBAC Results MPS vs California



All MPS	2015	2016	2017
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

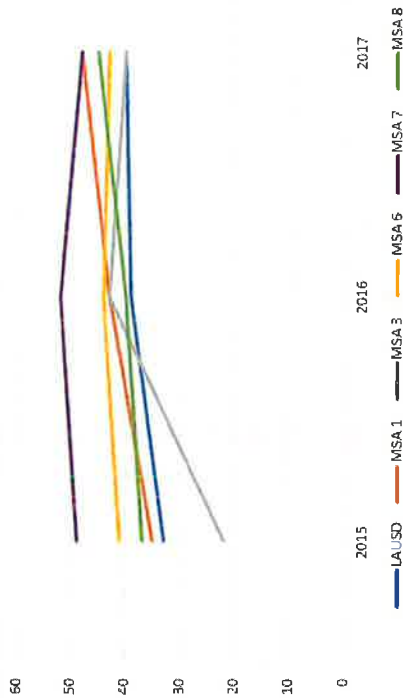
3- Year Comparison of ELA SBAC Results MPS vs California



All MPS	2015	2016	2017
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

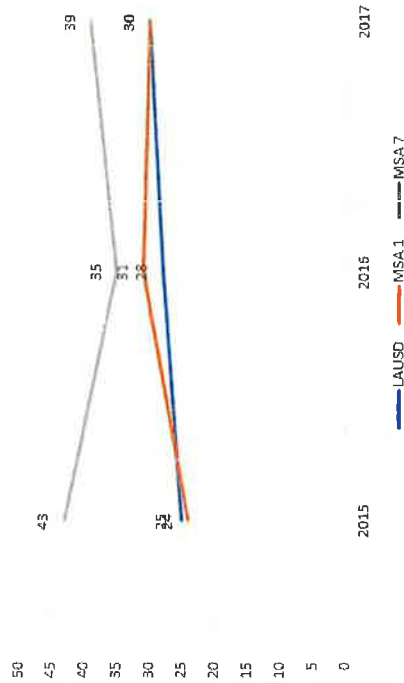
MPS Schools that outperform local districts

**3- Year Comparison of ELA SBAC Results
MSA vs LAUSD**



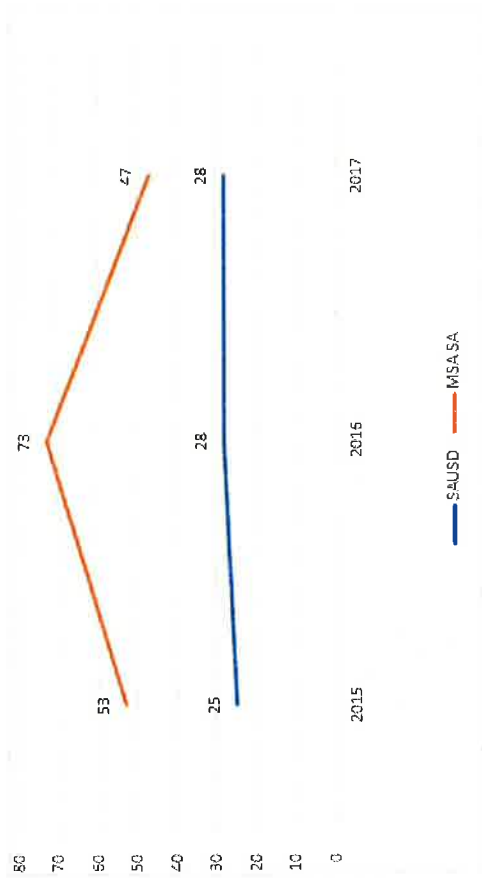
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

**3- Year Comparison of Math SBAC Results
MSA vs. LAUSD**



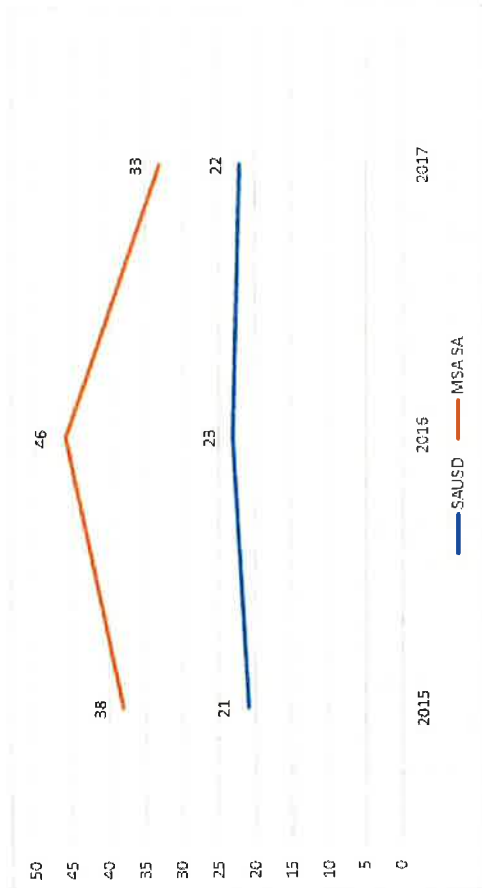
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

3- Year Comparison of ELA SBAC Results MSA SA vs SAUSD



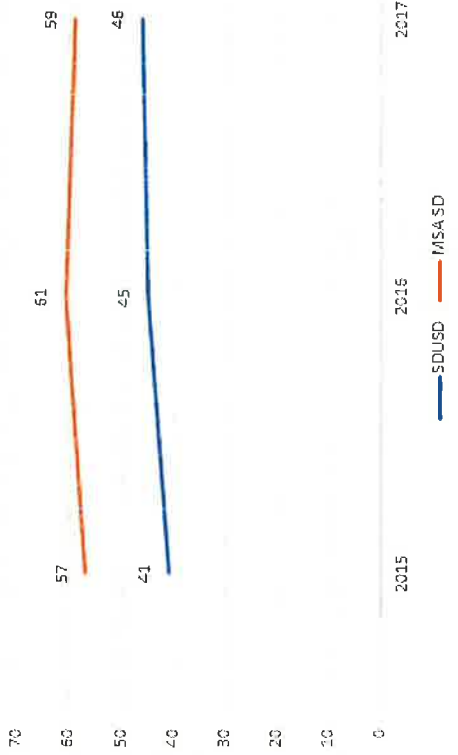
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

3- Year Comparison of Math SBAC Results MSA- SA vs. SAUSD



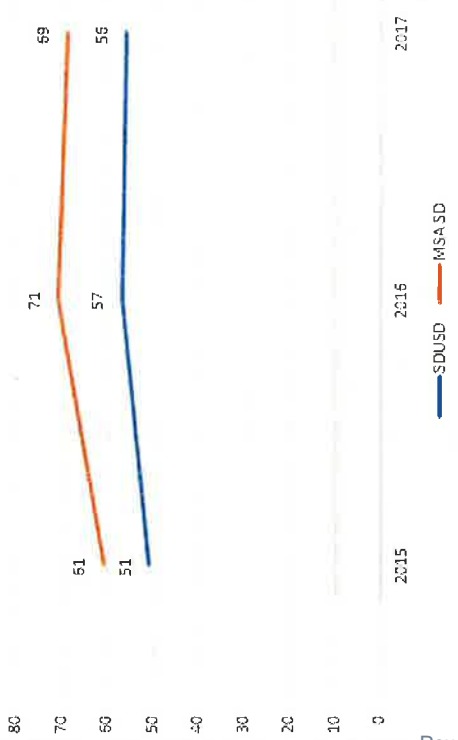
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

3- Year Comparison of Math SBAC Results MSA-SD vs SDUSD



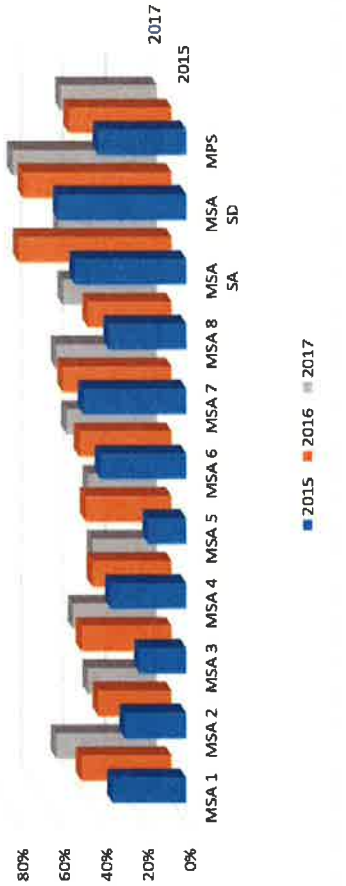
	2015	2016	2017
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

3- Year Comparison of ELA SBAC Results MSA SD vs SDUSD

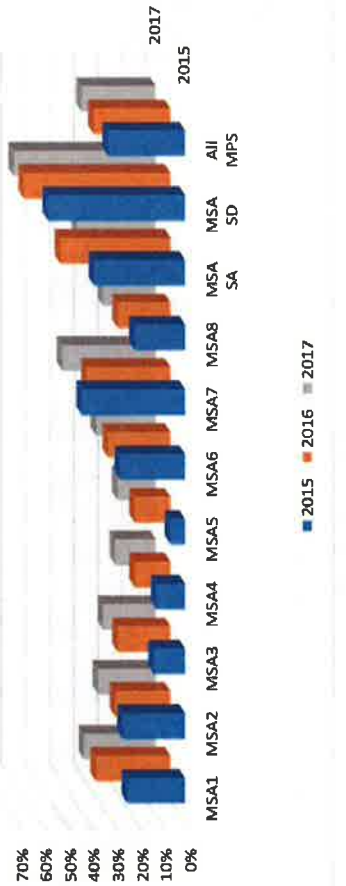


	2015	2016	2017
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

3 Year ELA Comparison by School Site



3 Year Math Comparison by School Site



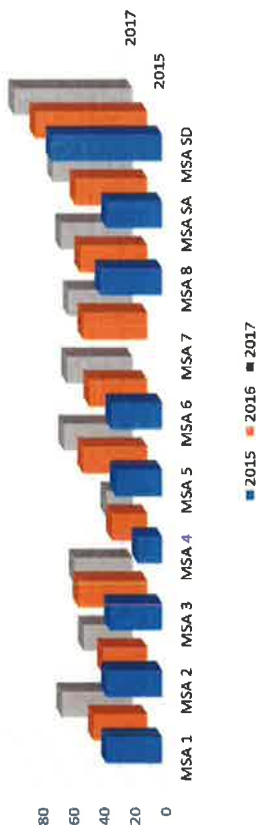
ELA	2015	2016	2017
Overall	35%	43%	48%
MSA 1	35%	43%	48%
MSA 2	29%	35%	33%
MSA 3	22%	43%	40%
MSA 4	36%	38%	31%
MSA 5	18%	41%	33%
MSA 6	41%	44%	43%
MSA 7	49%	52%	48%
MSA 8	37%	40%	45%
MSA SA	53%	73%	47%
MSA SC	67%	86%	
MSA SD	61%	71%	69%
All MPS	42%	49%	46%

(weighted averages)

Math	2015	2016	2017
Overall	24%	31%	30%
MSA 1	24%	31%	30%
MSA 2	26%	23%	24%
MSA 3	13%	22%	22%
MSA 4	12%	15%	17%
MSA 5	6%	15%	16%
MSA 6	27%	26%	25%
MSA 7	43%	35%	39%
MSA 8	21%	22%	22%
MSA SA	38%	46%	33%
MSA SC	66%	73%	
MSA SD	57%	61%	59%
All MPS	32%	32%	31%

(weighted averages)

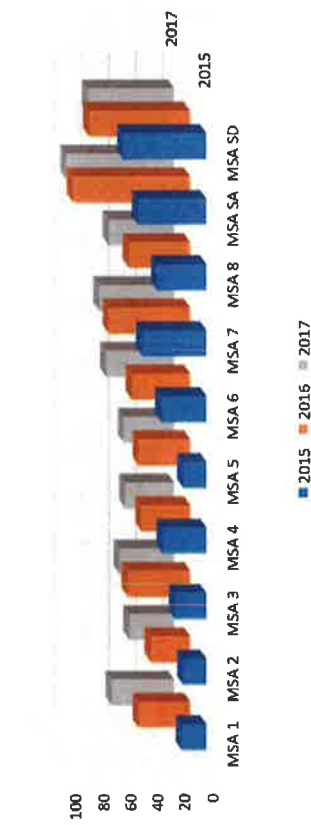
**3 year ELA growth
5th-7th grade, 3rd-4th at MSA-7**



ELA	6th	2017	5th	2015	6th	2016	7th	2017
MSA1	35%	35%	36%	36%	35%	35%	46%	46%
MSA2	26%	26%	36%	36%	29%	29%	32%	33%
MSA3	34%	34%	34%	34%	45%	45%	38%	40%
MSA4	20%	20%	16%	16%	23%	23%	17%	36%
MSA5	17%	17%	30%	30%	42%	42%	45%	37%
MSA6	36%	36%	33%	33%	38%	38%	43%	50%
MSAB	40%	40%	40%	40%	44%	44%	47%	48%
MSA SA	37%	37%	36%	36%	47%	47%	52%	79%
MSA SD	65%	65%	72%	72%	73%	73%	77%	63%

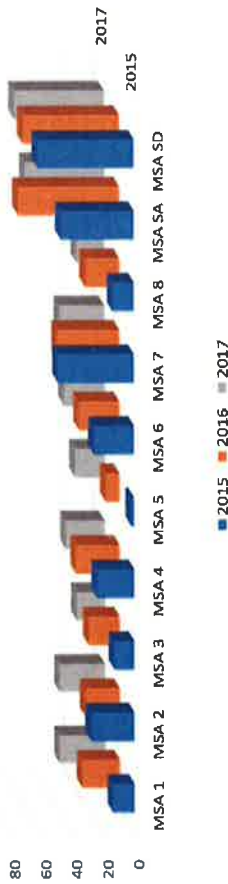
	3rd	4th	5th
MSA7	47%	42%	55%
MSA SA	36%	33%	49%

**3 year ELA growth
6th-8th grade, 3rd-5th at MSA-7**

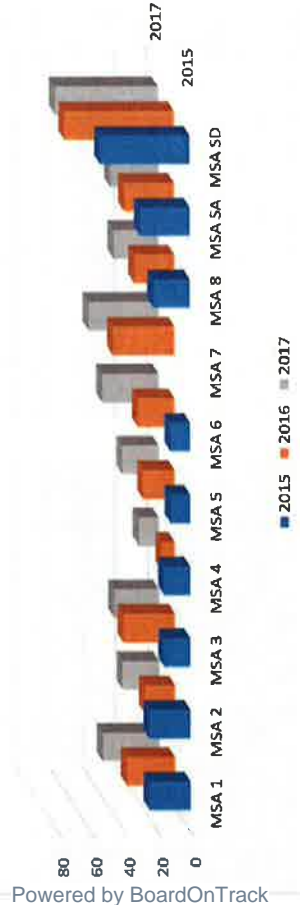


	3rd	4th	5th
MSA7	47%	42%	55%
MSA SA	36%	33%	49%

**3 year Math growth
6th-8th grade, 3rd-5th at MSA-7**



**3 year Math growth
5th-7th grade, 3rd-4th at MSA-7**



Math	6th	5th	6th	7th	6th	7th	8th
	2017	2015	2016	2017	2015	2016	2017
MSA1	29%	25%	29%	34%	14%	24%	29%
MSA2	21%	25%	18%	22%	28%	22%	29%
MSA3	20%	16%	31%	27%	13%	20%	18%
MSA4	20%	16%	8%	12%	24%	28%	25%
MSA5	4%	12%	19%	22%	2%	9%	19%
MSA6	16%	12%	22%	34%	26%	26%	26%
MSA8	23%	22%	24%	27%	14%	22%	18%
MSA SA	30%	30%	30%	29%	47%	65%	51%
MSA SD	59%	54%	66%	62%	62%	62%	58%
	3rd		3rd	4th	3rd	4th	5th
MSA7	45%		37%	42%	49%	40%	29%
MSA SA	40%			29%			17%

Student Groups

	EL		
	2015	2016	2017
	0%	0%	5%
	0%	2%	3%
	17%	NA	18%
	0%	NA	NA
	0%	9%	6%
	27%	18%	5%
	0%	13%	3%
	0%	0%	0%
	29%	NA	3%
	15%	NA	
	7%	0%	15%

	SPED		
	2015	2016	2017
	9%	10%	16%
	6%	6%	8%
	0%	11%	8%
	14%	NA	0%
	0%	3%	8%
	7%	11%	15%
	22%	20%	22%
	10%	13%	9%
	28%	35%	7%
	NA	NA	
	29%	33%	23%

ELA	F/L Lunch		
	2015	2016	2017
MSA1	35%	41%	45%
MSA2	28%	33%	32%
MSA3	20%	40%	37%
MSA4	32%	35%	30%
MSA5	19%	40%	34%
MSA6	36%	42%	41%
MSA7	43%	46%	41%
MSA8	37%	39%	44%
MSA SA	47%	70%	44%
MSA SC	39%	70%	
MSA SD	53%	61%	54%

	EL		
	2015	2016	2017
	0%	0%	5%
	6%	5%	0%
	33%	NA	14%
	0%	NA	NA
	0%	6%	3%
	9%	18%	5%
	11%	18%	10%
	2%	0%	2%
	43%	NA	6%
	25%	NA	
	0%	0%	23%

	SPED		
	2015	2016	2017
	2%	8%	2%
	10%	8%	6%
	3%	7%	4%
	7%	NA	0%
	0%	0%	0%
	7%	14%	11%
	23%	16%	25%
	4%	6%	5%
	14%	25%	7%
	NA	NA	
	25%	39%	26%

Math	F/L Lunch		
	2015	2016	2017
MSA1	22%	29%	24%
MSA2	23%	22%	24%
MSA3	10%	20%	21%
MSA4	13%	13%	18%
MSA5	6%	14%	15%
MSA6	20%	25%	25%
MSA7	38%	27%	33%
MSA8	20%	21%	22%
MSA SA	23%	36%	30%
MSA SC	43%	52%	
MSA SD	46%	48%	42%

Student Groups

	Black		
	2015	2016	2017
	NA	NA	NA
	25%	NA	NA
	23%	36%	39%
	36%	NA	NA
	13%	NA	NA
	55%	37%	25%
	40%	NA	NA
	NA	NA	NA
	NA	NA	NA
	77%	95%	
	50%	43%	61%

	White		
	2015	2016	2017
	50%	68%	75%
	32%	48%	71%
	14%	NA	NA
	NA	NA	NA
	17%	54%	39%
	58%	NA	NA
	64%	50%	51%
	22%	29%	32%
	58%	83%	74%
	60%	NA	
	64%	77%	71%

ELA	Hispanic		
	2015	2016	2017
MSA1	33%	38%	44%
MSA2	27%	31%	29%
MSA3	21%	47%	42%
MSA4	29%	37%	33%
MSA5	18%	37%	29%
MSA6	36%	43%	44%
MSA7	41%	49%	44%
MSA8	39%	41%	46%
MSA 5A	51%	63%	43%
MSA 5C	29%	NA	
MSA 5D	53%	60%	61%

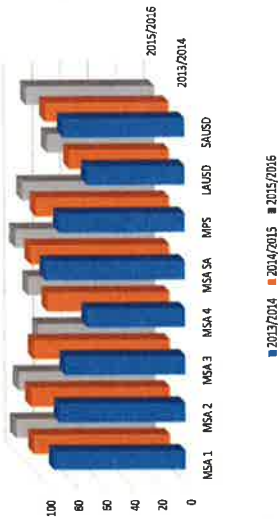
	Black		
	2015	2016	2017
	NA	NA	NA
	8%	NA	NA
	10%	17%	19%
	NA	NA	NA
	NA	NA	NA
	39%	23%	15%
	NA	NA	NA
	NA	NA	NA
	81%	88%	
	42%	50%	39%

	White		
	2015	2016	2017
	40%	52%	60%
	37%	36%	52%
	14%	NA	NA
	NA	NA	NA
	NA	20%	15%
	58%	NA	NA
	59%	46%	61%
	17%	32%	13%
	45%	64%	66%
	53%	NA	
	61%	66%	65%

Math	Hispanic		
	2015	2016	2017
MSA1	20%	26%	25%
MSA2	24%	21%	21%
MSA3	15%	25%	26%
MSA4	10%	12%	21%
MSA5	4%	10%	11%
MSA6	22%	24%	25%
MSA7	38%	31%	30%
MSA8	22%	21%	23%
MSA 5A	31%	29%	28%
MSA 5C	29%	NA	
MSA 5D	48%	51%	47%

Graduation Rates

Graduation Rates

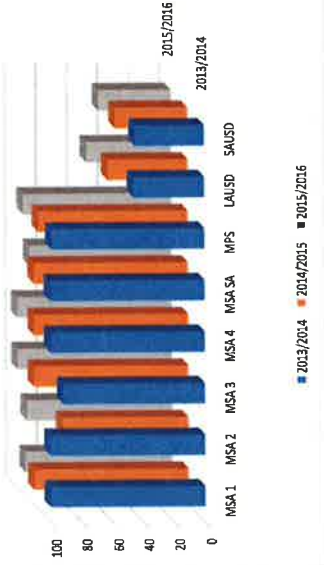


	2013-14	2014-15	2015-16
MSA1	94%	98%	100%
MSA2	90%	100%	98%
MSA3	86%	98%	84%
MSA4	70%	88%	91%
MSA SA	100%	100%	100%
MPS	90%	96%	95%
LAUSD	70%	72%	77%
SAUSD	87%	89%	92%

LAUSD	70%	72%	77%
SAUSD	87%	89%	92%

Graduates with UC/CSU Required Courses

Graduates with UC/ CSU Required Courses



	2013-14	2014-15	2015-16
MSA1	100%	100%	95%
MSA2	100%	82%	94%
MSA3	92%	100%	100%
MSA4	100%	100%	100%
MSA SA	100%	100%	92%
MPS	99%	97%	96%
LAUSD	46%	52%	55%
SAUSD	45%	47%	47%

LAUSD	46%	52%	55%
SAUSD	45%	47%	47%

2015-2016

Curriculum
Technology
Professional Development
School Site Visits
STEAM Expo

- MPS Curriculum adoption of McGraw Hill StudySync, My Math, Integrated Math for High School and ConnectEd.
- Purchased chromebooks for 1:1 ratio across all schools in the district.
- 1st Teacher Symposiums offering teacher led and curriculum based training for all MPS staff
- Members of the Academic Team conducted school site visits weekly which provided WASC, LAUSD, Leadership and HR Support.
- MPS students across ten schools submitted STEAM projects

2016-2017

Expanding of Academic Team
Evaluation of Principals &
Instructional Leadership
Adjustment of Data Cycle
UCLA Curtiss Center

- Hired a Director of Special Programs (Developed Gate Program, Math Pathway and College and Career Readiness, Naviance and SAT prep)
- EL Coordinator (revised ELD program which includes ELD classes for Levels 1-3, a framework for teaching integrated ELD, and supports for Newcomers and Long Term ELs)
- Purchased learning data management systems Illuminate and TeachBoost.
- Revised the MPS Leadership and teacher effectiveness framework.
- Partnered with UCLA Curtiss Center to support math teachers understanding and application of the common core standards for mathematics.
- Focus on interim assessments: Interim Block _____ and Interim Comprehensive aligned to SBAC

Present

Math Coach Professional Development Teacher Leadership Teacher Effectiveness

- Hired a Math Coach to support all math teachers (Implemented MPS-wide Math Challenge, creating coaching plans for math teachers with monthly observations and target feedback, providing capacity building through Professional Development during Regional meetings and school site visits, aligning pacing of curriculum to Interim Assessments)
- Increased Professional Development to focus on the whole student (trauma, restorative practice, culturally relevant pedagogy)
- Teacher Leadership- Title I teachers and EL Coordinators supporting Dept, chairs and Deans of Academics
- MPS-wide teaching framework, Surveys, professional qualities and dispositions, student performance data

Key Focus Areas

Student Services

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders

Curriculum & Instruction

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

Data Cycle & Planning

- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

Professional & Leadership Development

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need

Test Scores

To view, please follow the link:
<https://drive.google.com/drive/folders/0B1Btw6eWSHqRdFluLWk5VmYzeVU?usp=sharing>

Cover Sheet

Special Education/ Student Services

Section: II. Discussion Item
Item: B. Special Education/ Student Services
Purpose: Discuss
Submitted by:
Related Material: IIB-Sped and student ser_001.pdf
IIB-UPDATED Version-Spec_001.pdf



Board Agenda Item #	Agenda #IIB
Date:	11/15/2017
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Special Education and Student Services update

Proposed Board Recommendation

Information Only, no actions needed

Background

To meet the demands of an increase in special education students and those requiring behavior and academic interventions, the Academic Committee should review its current service delivery model and consider adjustments for the next school year.

Budget Implications

None at this time

How Does This Action Relate/Affect/Benefit All MSAs?

MSA’s will be better able to serve their students in need through mental health counseling and academic and behavior interventions.

Name of Staff Originator:

Victoria Marzouk

Attachments

Special Education and Student Services

GLOWS

Special Education	Student Services
<ul style="list-style-type: none"> • MSA 1, 2, and 3 were accepted into the El Dorado SELPA • Approximately 250 IEP's were re-written into SEIS from Welligent and held with parents in the first 30 days of school. • Staff and service providers were all trained on using the new SPED student information system (SEIS) • MSA1, 3, 4, 5, 6, SA have implemented a Study Skills or Advisory course for their SpEd students • MSA5 is in its 2nd year of CADETS. New staff and programs have been implemented for this SDC transition class. • Increased program delivery to moderate/severe students • Psychologists at MSA 8 and SA 	<ul style="list-style-type: none"> • Training on trauma informed strategies, mental health, and restorative practices have been presented at each symposium • A resource page of all documents related to student services has been added to the accountability main page • Suicide prevention policy was written and approved • MTSS model for academics and behavior • Updated Student-Parent Handbook and Element 10 (Discipline Policy) for Charter Petitions to LACOE and LAUSD • Work with Edlogical and Mitchell Family Counseling to provide crisis team, psychological evaluations, and counseling to General Education students

MPS			
	IEP's in Welligent/SEIS	Total Enrollment	Percentage
MSA-SA	119	739	16%
MSA-SD	42	410	10%
MSA-1	85	542	16%
MSA-2	88	468	19%
MSA-3	60	463	13%
MSA-4	40	175	23%
MSA-5	45	210	21%
MSA-6	28	160	18%
MSA-7	49	291	17%
MSA-8	50	489	10%
Total	606	3947	15%

Behavior Points

MPS	# of Students with overall negative scores	Total Enrollment	Percentage
MSA-SA		739	
MSA-SD		410	
MSA-1	122	542	23%
MSA-2	No Data	468	
MSA-3	57	463	12%
MSA-4	35	175	20%
MSA-5	No Data	210	
MSA-6	25	160	16%
MSA-7	No Data	291	
MSA-8	8	489	2%
Total		3947	

GROWS

Special Education	Student Services
<ul style="list-style-type: none">• Increase spectrum of supports and services for moderate/severe students• Increase pull out, SDC, co-teaching opportunities• Use of paraprofessionals• Intervention specialists• In-housing services for counseling, psychologists, speech• Improve management of new students and Interim IEP process• Increase trainings related to SPED law and due process	<ul style="list-style-type: none">• Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions- provide curriculum or lesson maps• Provide targeted support for incoming 6th and 9th graders• Implement a Social Emotional Learning program for all elementary and middle school students (girls empowerment and self-esteem, boys etiquette and self-regulation)• Provide a Health education and human development course for middle/high school students• Counseling services to General ed• Social Workers to provide family support• RTI/Intervention specialists for academics and behavior

Next Steps

Special Education	Student Services
<ul style="list-style-type: none"> • Increase the spectrum of support and services to Special Education students <ul style="list-style-type: none"> – Work with special education consultant to observe each school site and discuss future planning. – Do a cost analysis for each campus and in-house positions such as school psychologists and speech therapists. – Create classes/programs for moderate/severe students (study skills, SSR, co-teaching, pull out, SPED core classes 	<ul style="list-style-type: none"> • Social Emotional Learning <ul style="list-style-type: none"> • Work with Social Work interns and Psychologist interns to create girls empowerment groups and boy etiquette and anger management groups • Have parent training workshops on suicide prevention and mental health • Increase programs such as Etiquette and Train of thought across all campuses • Counseling Interns will work with general education students on social emotional health. • Increase training for Tier I behavior and academic interventions for classroom teachers • Strengthen the use of the SSPT model for behavior and academics • Strengthen the use of Restorative Practices: <ul style="list-style-type: none"> – Include PD on restorative practices at each symposium – Train Reflection Committees on restorative practices • Hire additional intervention support for academics and behavior

Special Education and Student Services

GLAWS

Special Education	Student Services
<ul style="list-style-type: none"> • MSA 1, 2, and 3 were accepted into the El Dorado SELPA • Approximately 250 IEP's were re-written into SEIS from Welligent and held with parents in the first 30 days of school. • Staff and service providers were all trained on using the new SPED student information system (SEIS) • MSA1, 3, 4, 5, 6, SA have implemented a Study Skills or Advisory course for their SpEd students • MSA5 is in its 2nd year of CADETS. New staff and programs have been implemented for this SDC transition class. • Increased program delivery to moderate/severe students • Psychologists at MSA 8 and SA 	<ul style="list-style-type: none"> • Training on trauma informed strategies, mental health, and restorative practices have been presented at each symposium • A resource page of all documents related to student services has been added to the accountability main page • Suicide prevention policy was written and approved • MTSS model for academics and behavior • Updated Student-Parent Handbook and Element 10 (Discipline Policy) for Charter Petitions to LACOE and LAUSD • Work with Edlogical and Mitchell Family Counseling to provide crisis team, psychological evaluations, and counseling to General Education students

MPS				
	IEP's in Welligent/SEIS	Total Enrollement	Percentage	
MSA-SA	119	739	16%	
MSA-SD	42	410	10%	
MSA-1	85	542	16%	
MSA-2	88	468	19%	
MSA-3	60	463	13%	
MSA-4	40	175	23%	
MSA-5	45	210	21%	
MSA-6	28	160	18%	
MSA-7	49	291	17%	
MSA-8	50	489	10%	
Total	606	3947	15%	

Encroachment

MPS	2016-2017
MSA-SA	324,000
MSA-SD	
MSA-1	56,000
MSA-2	315,000
MSA-3	172,000
MSA-4	71,000
MSA-5	97,000
MSA-6	6,000
MSA-7	80,000
MSA-8	98,000

Services and Providers 15-16

	Psych/Counseling	Speech
MSA1	30,000	15,000
MSA2	50,000	25,000
MSA3	20,000	23,000
MSA4	20,000	15,000
MSA5	10,000	10,000
MSA6	10,000	5,000
MSA7	12,000	45,000
MSA8	14,000	19,000

GROWS

Special Education	Student Services
<ul style="list-style-type: none"> • Increase spectrum of supports and services for moderate/severe students • Increase pull out, SDC, co-teaching opportunities • Use of paraprofessionals • Intervention specialists • In-housing services for counseling, psychologists, speech • Improve management of new students and Interim IEP process • Increase trainings related to SPED law and due process 	<ul style="list-style-type: none"> • Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions- provide curriculum or lesson maps • Provide targeted support for incoming 6th and 9th graders • Implement a Social Emotional Learning program for all elementary and middle school students (girls empowerment and self-esteem, boys etiquette and self-regulation) • Provide a Health education and human development course for middle/high school students
	<ul style="list-style-type: none"> • Counseling services to General ed • Social Workers to provide family support • RTI/Intervention specialists for academics and behavior

Psychiatric Evaluation Team

School	October 15- November 15
MSA SD	0
MSA SA	2
MSA1	3
MSA2	1
MSA3	1
MSA4	2
MSA5	2
MSA6	3
MSA7	2
MSA8	0

Next Steps

Special Education	Student Services
<ul style="list-style-type: none"> • Increase the spectrum of support and services to Special Education students <ul style="list-style-type: none"> – Work with special education consultant to observe each school site and discuss future planning. – Do a cost analysis for each campus and in-house positions such as school psychologists and speech therapists. – Create classes/programs for moderate/severe students (study skills, SSR, co-teaching, pull out, SPED core classes 	<ul style="list-style-type: none"> • Social Emotional Learning <ul style="list-style-type: none"> • Work with Social Work interns and Psychologist interns to create girls empowerment groups and boy etiquette and anger management groups • Have parent training workshops on suicide prevention and mental health • Increase programs such as Etiquette and Train of thought across all campuses • Counseling Interns will work with general education students on social emotional health. • Increase training for Tier I behavior and academic interventions for classroom teachers • Strengthen the use of the SSPT model for behavior and academics • Strengthen the use of Restorative Practices: <ul style="list-style-type: none"> – Include PD on restorative practices at each symposium – Train Reflection Committees on restorative practices • Hire additional intervention support for academics and behavior

Consultation with Frank Tocco

Purpose

Program Quality, Lowering Costs, Spectrum of Support and Services

- Standards and procedures can be established in the admission process as pupils enter MSA. The advantage of these procedures will afford identification of students at-risk and allow the Individualized Education Program (IEP) team an opportunity to be proactive in establishing a defensible service model for each pupil.
- Establishing a formal, clearly-defined model of Response to Intervention, as an alternative to an IEP, will demonstrate the schools' effort in providing an appropriate instructional service model in the least restrictive environment for "at risk" pupils.
- A case carrier model assigned to pupils receiving RTI support should document the provision of service, participation and success or lack thereof the student has demonstrated.
- A consistent and efficient RTI model facilitates a students' ability to matriculate through a variety of intervention strategies within the General Education program that offer educational benefit and in so doing, justify the need for a more/less substantive intervention model within General Education or Special Education services.

Partnerships

Dr. Nadia R. Jones, EdD, LMFT
*Marriage Family Therapy Department Faculty
 Associate Director of Community Partnerships
 The Chicago School of Professional Psychology*

Mental Health Champions	Focus School Workshops	Intern
<p>MFT Student Teams- 4 individuals assigned to each school</p> <p>Volunteer 20 hours per month</p> <p>5 hours per week</p> <p>4 Areas of Focus- Self Esteem/Empowerment, Anger management and self regulation, Bullying, _____</p>	<p>MSA 5 and 7- Class workshops with curriculum.</p> <p>1 dedicated person</p>	<p>1 dedicated intern for MSA7 and another valley school</p>

EDLOGICAL GROUP CORP

PROPOSAL FOR SERVICES MAGNOLIA SCIENCE ACADEMIES SPECIAL EDUCATION

November 29, 2017

To: Magnolia Public Schools

Re: Preliminary Cost Analysis Related to Magnolia Science Academies Special Education Operations (Phase 1)

Preliminary Cost Analysis – Sp. Ed. Operations

Based on preliminary observations of Special Education operations at five of the nine Magnolia Science Academy (MSA) sites, it is apparent that state and federal requirements resulting from the Individuals with Disabilities Education Improvement Act are currently being implemented. However, refinement and further development of these related regulations in the form of foundational policies, guidelines and procedures are necessary to establish a consistent and technically compliant service model that insures a free and appropriate education in the least restrictive environment to pupils with exceptional needs and at the same time demonstrate fiscal prudence and efficiency to support these service models.

In an effort to identify and establish priorities in refining special education operations, the following goal focus areas are recommended in the first of three phases of development and implementation that will take approximately twenty-four months to develop and implement systemic and organizational shifts:

1. Establish a consistent and technically-compliant process and procedure in the identification and provision of Special Education services for pupils with exceptional needs that demonstrates an educational benefit over time. (Preliminary cost for research, development, legal review, approval, and dissemination of information across all MSA's is estimated at **(300 hours for Total of \$45,000)**, for consultation services. (On-going Trainer of trainer model)

Examples of such processes and procedures include (but limited to) intake procedures for pupils with exceptional needs entering an MSA that have an Individualized Education Program from a California public school is changed without a multidisciplinary assessment nor written parental request for recension of special education services. Such action, places MSA at risk for potential financial liability of violating a pupils' rights to an appropriate education and an inability to defend their service model due to procedural violations.

2. Formal, written, tried intervention services provided to at-risk pupils must be documented at each MSA that demonstrates a hierarchical structure that reflects efforts made to support all students. Philosophically, Special Education should be viewed as a service model of last resort in our attempts at educating a pupil in the General Education program to the extent appropriate. This formalized process is typically referred to as a "Response to Intervention" model that supports implementation of the Common Core standards. Development and formalization of model is site specific and will require site leadership team meetings to establish their respective RTI model. Associated technical consultant services to facilitate development of realistic RTI models is approximately **(90 Hours for a Total of \$13,500)**.

EDLOGICAL GROUP CORP

PROPOSAL FOR SERVICES MAGNOLIA SCIENCE ACADEMIES SPECIAL EDUCATION

3. All MSA's are required to provide a full continuum of special education services to pupils with exceptional needs. At present, pupils at the MSA's observed who may be considered Moderate/Severe are in the General Education program with the assistance of an assigned para-educator. This is a very restrictive service model and if not periodically evaluated to determine educational benefit to the pupil served, the appropriateness of such a service can be questioned (after the fact), and present significant fiscal liability on the part of MSA. Therefore, eligibility criteria should be established to insure this particular special education service is only provided where educational benefit can be measured (including health and safety). Technical consultation service to research, develop, and disseminate (not including legal review and approval process) information to the field **(60 Hours for a Total of \$9,000)**.

4. On occasion, parents/guardians of pupils with exceptional needs do not approve of the identification of their son/daughter as an individual with exceptional needs. The multidisciplinary team establishes the appropriate Special Education service model based on an assessment/evaluation driven process that is defensible in terms of how the pupil can gain educational benefit in the least restrictive environment. Sometimes this can take the form of a self-contained classroom where the pupil receives a modified instructional program and attends within this service model for at least 51% of their instructional day. Parents demanding an alternative option of placement within the General Education program with support typically do so without regard to the educational benefit the child is entitled. This sets up a potential for Special Education appeal proceeding or in some instances, parents will withdraw from their local public school and enroll at a Charter, parochial or private school to avoid the program offered by their school district. Given this scenario, parents enroll their child at an MSA program and expect the service model provided to be within the General Education program when it has been demonstrated that such a service model is inappropriate for the pupil. This presents a potential liability on the part of MSA when the student fails to demonstrate adequate yearly progress academically. MSA should implement eligibility criteria for a "self-contained" classroom that mirrors the local public school when it has been determined that such pupil can gain adequate educational benefit. Consultation service to develop eligibility criteria and service model **(45 Hours for Total of \$6,750)**.

5. Special Education continues to be an underfunded service model throughout California at both the state and federal levels. As a result, most, if not all, public school districts in California make local general fund contributions to support their special education pupil population. Often times, this encroachment can quickly become a significant draw on the general fund that presents an adverse fiscal impact to the overall operation of the educational organization. Relative to MSA, there appears to be an over identification of special education pupils at selected MSA's that is in excess of 23% of the total school population. That means that nearly 1 in 4 students is considered as an individual with exceptional needs. This situation not only raises the question of over identification of special education pupils with the California Department of Education, but creates a substantial encroachment on the organizations' general fund. As a result, a formal, functional Student Study Team needs to be in place as "gate keeper" to insure only those pupils who require special education services to benefit from their instructional program are provided such service and insure an effective, formal Response to Intervention model is in place to serve those at-risk pupils (outside of the Special Education service model). Technical consultant service cost to facilitate implementation of Student Study Team **(90 Hours for a Total of \$13,500)**.

EDLOGICAL GROUP CORP

PROPOSAL FOR SERVICES MAGNOLIA SCIENCE ACADEMIES SPECIAL EDUCATION

6. MSA Fiscal personnel must be involved in understanding the paradigmatic shift in Special Education operations and collaborate with Special Education administrators. It may be appropriate to consider an MSA-wide Special Education budget allocation and hold respective personnel responsible to operating within those budgetary constraints. However, based on the Special Education Local Plan Area Local Control Funding Formula, a review of the allocation plan is recommended to insure block grant funding and specialized funding sources are allocated appropriately to reduce local general fund contributions. Special Education Technical Consultant review of funding plan and meeting **(15 Hours for a Total of \$2,250)**.

Based on the cited recommended goal focus areas designed to establish a foundational, systems-wide, consistent program operation, an on-going program of professional development shall follow with a trainer of trainer model using internal personnel as appropriate.

Barring unforeseen circumstances, the total estimated technical consultation services for development and implementation of Phase 1 of MSA Special Education operations (12-18 months period) **Total of 600 hours and grand total dollars \$90,000.**

Please let me know should you require further information.

- * The cost figure for Consultation services does not include on-going professional development which may be absorbed by internal personnel (as appropriate) to reduce costs.

EdLogical Group Corp



Hector Valentin
Chief Business Officer
CC: Frank Tocco
CC: Dianne Valentin

Frank Joseph Tocco, Ed. D.
4660 Alder Avenue
Yorba Linda, California 92886
Phone: (714) 970-2616 (h) (714) 904-0131 (c)
Electronic Mail: tocco.frank@gmail.com

Academic Preparation:

Institution: University of Southern California
Degree/College: Doctorate in Education Administration and Policy Development/Rossier
School of Education
Degree Conferred: May 2002

Institution: University of California at Irvine
Degree/Credential: Educational Administration
Degree Conferred: February 1980

Institution: University of Southern California
Degree/Department: Masters of Science in Educational Psychology/Counseling – Department
of Educational Psychology
Degree Conferred: May 1978

Institution: California State University at Fullerton
Degree/College: Bachelors of Science in Experimental Psychology/Social Science
Degree Conferred: June 1975

Certifications and Licensure:

California Commission for Teacher Credentialing:
Educational Administration and Supervision (K-12) (1980)
Pupil Personnel Services with Educational Psychology/Counseling Designation (1978)
General Education Services Teaching Credential – Psychology (7-14) (1974)
Special Education Services Teaching Credential (K-Adult) (1974)

Professional Experience:

Position: Special Education Technical Consultant, Ed Logical Inc.
Date: 2013 - Present

Position: Adjunct Professor, California State University Long Beach, College of Education
Date: 1989-Present

Position: Technical Consultant, Fullerton Joint Union High School District
Date: 2016-Present

Position: Principal, University High School, Orange County Department of
Education/Irvine
Date: 2015-16 (Interim)

Page 2

Professional Vita – Frank J. Tocco, Ed.D.

Professional Experience (Continued):

- Position: Adjunct Professor, University of Southern California, Rossier School of Education
- Position: Regional Director, Orange County Department of Education, North Orange County Special Education Local Plan Area
- Date(s): February 2004 – 2013 (Retired)
- Position: Director - Special Education Local Plan Area, Los Angeles County Office of Education
- Date(s): 1992 – 2004
- Position: Consultant – Special Education/Due Process, Los Angeles County Office of Education
- Date(s): 1989 – 1992)
- Position: Downey Unified School District, Site Administrator, Downey High School
- Date(s): 1985 – 1989 (pt. time)
- Position: Principal, Division of Special Education, Los Angeles County Office of Education
- Date(s): 1985 -1989
- Position: Assistant Principal, Los Angeles County Office of Education, Division of Special Education
- Date(s): 1981-1985
- Position: Psychologist, Division of Special Education, Los Angeles County Office of Education
- Date(s): 1979-1981
- Position: Psychologist, Santa Ana Unified School District
- Date(s): 1978-1979
- Position: Teacher – Special Education - Santa Ana Unified School District
- Date(s): 1976 – 1978

Related Activities:

- California Department of Education – Trainer of Trainer Special Education Technical Compliance Monitoring Systems.
- California Department of Education WASC Accreditation Team Institutions of Higher Education
- California Department of Education Special Education Technical Compliance Consultant
- Coalition for Adequate Funding for Special Education – Steering Committee Member

Page 3

Professional Vita – Frank J. Tocco, Ed.D.

Related Activities (Continued):

California Special Education Local Plan Area Administrators Organization – Steering Committee Member

Legislative Representative on Special Education, Los Angeles County Office of Education
Orange County Alliance – Orange County Department of Education – Executive Review Committee Member

Coordination, Implementation and Supervision of Countywide Professional Development Program (Orange and Los Angeles Counties)

Supervision and Administrator of Orange County Department of Education Special Education Budget Formulation, Distribution and Monitoring

Professional Development presentation to job specific groups to assure adherence to state and federal regulations related to Special Education

Professional Development training U.S. Department of Education Office for Civil Rights.

California State Selpa Organization - Special Education Funding Model – Trainer of Trainers.

October 26, 2017

TO: Kenya Jackson, Chief Academic Advisor
Victoria Marzouk, Director, Student Services

RE: Special Education Operations Meeting Summary of 10/25/2027

I enjoyed meeting you and appreciate the time taken to discuss various operational systems related to Magnolia Science Academies. A variety of significant elements were initially identified in terms of addressing efficiency of Special Education program operations. As discussed following is a summary of points addressed.

Initially, based on the reported percentage of special education pupils identified in attendance at the various MSA sites, it appears there may be an over identification of individuals with exceptional needs. This situation is a potential source of technical non-compliance with the California Department of Education. Standards and procedures can be established in the admission process as pupils enter MSA. The advantage of these procedures will afford identification of students at-risk and allow the Individualized Education Program (IEP) team an opportunity to be proactive in establishing a defensible service model for each pupil. Such procedures can also serve as technical compliance measures in the provision of appropriate services for those students entering with existing IEP's and enhance communication with parents/guardians in terms of what may be considered an appropriate instructional service model for their son/daughter. Establishing a formal, clearly-defined model of Response to Intervention, as an alternative to an IEP, will demonstrate the schools' effort in providing an appropriate instructional service model in the least restrictive environment for "at risk" pupils. A case carrier model assigned to pupils receiving RTI support should document the provision of service, participation and success or lack thereof the student has demonstrated. A consistent and efficient RTI model facilitates a students' ability to matriculate through a variety of intervention strategies within the General Education program that offer educational benefit and in so doing, justify the need for a more/less substantive intervention model within General Education or Special Education services.

1. The MSA has the right to deny a request for special education services under certain circumstances - in that - where sufficient evaluation data that is current and appropriately related to a specific request is on file, the existing evaluation documentation may be adequate in making the determination for a specific designated instructional service versus initiating a complete update of evaluation in the area of suspect disability. It is critical that site case managers assigned exercise caution in these circumstances as the agency must be able to justify and defend the denial of the need for additional assessment information and inform the parent/legal guardian of this decision. Field personnel must communicate with central office administration to insure appropriate implementation of this process.

Page 2 of 3 October 26, 2017

2. Establishing consistent screening procedures by internal staff that can communicate with a pupils' previous school district or agency can facilitate clarification of the status of the pupil and family and in turn, provide staff proactive, insightful and appropriate information in the determination of a pupils' educational needs.
3. Students enrolling from other school districts/agencies with an existing IEP should have a screening process that allows for an initial placement in the program for thirty days. Once it has been determined by the IEP team that the service model is appropriate, the IEP can be developed relative to the current service model. However, it should be noted that pupils with an existing IEP designating Special Day Class service model, be considered to require a like service model. If the MSA does not offer this service model, a multi-disciplinary assessment should be implemented to determine whether a change in the service model is appropriate. Transfer provisions from one like program to another within California apply in this instance. Further discussion on this process is necessary.
4. A number of student cases were discussed in terms of their status was presented. For purposes of confidentiality no student identifiable information was provided. Potential options were discussed. No pupil file information was presented or available. The nature of these cases demonstrate a need for a proactive approach in the standardization and implementation of processes and procedures related to pupils with exceptional needs at the site level. These are technically complex and sensitive cases. Central office administration must be communicated with in a timely manner in order to diminish potential problematic issues. Special education attorney services to provide technical/legal assistance to the MSA on such cases is currently used in an effort to address students' needs and the potential liability that could arise.
5. Given the need for analysis of systemic operational procedures in the provision of Special Education services, it was recommended that internal MSA administration and staff (in conjunction with technical consultation where appropriate) prioritize operational issues that will promote fiscal and instructional prudence across all MSA's.
6. As these priorities are become evident, it is strongly recommended to include fiscal administration in this process to insure a clear understanding of why changes are being recommended with an estimate of associated costs and whether such proposals are realistic. Once a budget has been established and approved, priority programmatic recommendations should begin.*

* Please note that systemic changes in a schools' culture is a slow process and often best addressed at the beginning of the school year.

Page 3 of 3 October 25, 2017

Recommendation for follow up meeting to discuss potential fiscal impact and/or related costs to be determined. Dr. Tocco will await notification by MSA in moving forward.

Sincerely,

Dr. Frank Tocco, Technical Consultant, Edlogical Inc.

Preliminary Proposal for the Refinement of Special Education Program Operations – Magnolia Science Academy – Santa Ana (MSA-SA) DRAFT 11/21/17

I. Purpose of Proposal

DRAFT 1 11/21/17

The purpose of this proposal is to analyze current Special Education operation practices within the Magnolia Science Academy (MSASA) to identify and establish foundational elements designed to refine, improve and streamline operations in a manner that meet related state and federal requirements under the Individuals with Disabilities Education Improvement Act and in a fiscally prudent manner.

II. Background

The preliminary information presented in this proposal is based on a site observation of the Special Education services model at the Magnolia Science Academy located in Santa Ana (MSASA), California. The team members involved in the site observation was made up of MSA administrative personnel, site certificated staff, and EdLogical Inc. Technical Consultant. The administrative personnel included Victoria Marsouk, Kenya Jackson, Meg Bristow and Laura Betsabe-Schlottman. Selected Special Education teachers were also included. Classroom observations were made at the elementary and secondary levels. Interviews included special education teacher-specialists and designated instructional service providers. Upon completion of the collected information, Ms. Marsouk led the team in a debriefing discussion session of the data compiled to identify areas of need. This information laid the foundation for identifying and establishing priority-focus areas.

As a result of the team debriefing discussion, it is apparent that the MSA-SA Special Education service model offers a continuum of services based on individual student need using an integration/blended model within General Education program. General Education, Special Education staff appear to demonstrate a sincere and dedicated affect in their efforts to serve the needs of pupils assigned. Via the Individualized Education Planning (IEP) process, Special Education pupils are provided a myriad of Designated Instructional Services (DIS) within the General Education setting.

III. Preliminary Findings

Following is a summary of select preliminary findings reported by staff that establish the need for justification of consideration for refining current practices in the Special Education operations at the MSA-SA site:

- The total student population of the MSASA site was reported to be 739 pupils (grades P-12). Of this student population, 22% are identified as pupils with exceptional needs requiring an IEP. This is a significant number of special education pupils that raises potential for the over identification of pupils as individuals with exceptional needs with the California Department of Education Technical Compliance Unit. Typically, 10-14 percent of pupils within a school is a ratio that represents an appropriate number of such pupils.

III. Preliminary Findings (Continued)

- Selected teachers observed conveyed a concern that the dynamics of individual special education pupils presents a significant challenge to their efforts to effectively implement their instructional curriculum. A need for professional development was a repeated theme communicated in understanding how to meet the educational needs of pupils who demonstrate weaknesses in specific learning processes. In addition, clarification is needed to appropriately apply provisions for classroom accommodations vs. classroom modifications via the IEP process.
- Assessment-driven data justifying the type and level of related services was observed to be inconsistently documented in the IEP. A relationship between the related service provided a pupil and the adequacy of “Educational Benefit” in the provision of Special Education services was not consistently documented. As a result, the determination whether related services provided are effective become a subjective issue and difficult to defend, modify or terminate.
- Intake procedures for the enrollment of pupils with exceptional needs with an existing IEP are not screened to ascertain the appropriateness of the educational model offered within the MSASA program with accommodations. As a result, a pupil with an educationally significant exceptionality entering the MSASA program is offered participation within the General Education program with related special education services without a multi-disciplinary assessment to determine the appropriateness of the service model offered. This may constitute a change in placement which potentially violates the pupils’ right to a “free and appropriate public education in the least restrictive environment” thereby creating a violation of state and federal requirements and potential liability on the part of MSA (unless appropriately documented in the IEP). Though parents may request all Special Education services be withdrawn (via the IEP process), the appropriateness of such action may not be in the best interests of the pupils’ education establishing an inability to provide a service model the pupil may benefit from more effectively and a service model that is not adequately defensible.
- The MSASA does not offer a special education service model for pupils whose disabling condition is considered as Moderate-Severe in nature (e.g. self-contained classroom for pupils requiring special education services greater than 51% of their instructional day). As a result, those pupils entering the program from school districts who have documented such a service model, may very likely be under-served or inappropriately served within the General

III. Preliminary Findings (Continued):

Education program. In these instances, educational benefit of the services offered, is difficult to defend in terms of educational benefit thereby creating potential liability and a breach of state and federal regulations as they apply. This is also the case with those pupils entering the MSASA program with an existing IEP who are identified with Mild-Moderate disabling conditions who previously received special education services within a special class for up to 49% of their instructional day (e.g. Resource Specialist Program vs. an itinerant push-in model of instruction within the General Education setting.).

- An active, structured Student Study Team (a function of the General Education Program), was reported not to be in place at the MSASA program. As a result, students demonstrating various problems in the classroom are considered for a special education service model without prior documentation of prior interventions within the General Education program. This creates a potential for the inappropriate identification of a suspect disability when in reality may be an issue that can be addressed within the General Education program without necessarily identifying the pupil as an individual with exceptional needs. This situation creates a potential for liability on the schools' part.
- Though a variety of educational interventions are offered at the MSASA program, a formal, written and tired school-wide Response to Intervention service model is needed to establish a defensible service model for pupils demonstrating a variety of challenges within the classroom (including Special Education as an option for intervention). The concept of an effective RTI model acknowledges the need for a hierarchical system of educational support that attempts to serve pupils within the least restrictive environment.
- Written standards and parameters in the determination of the assignment of an individual para-educator for a student with exceptional needs are not formalized. This may present a challenge in the assessment process in establishing an appropriate level of support (via the IEP process).

IV. Priority Focus Areas

As a result of the observed elements of program operations noted above at the MSASA site, the debriefing team is recommending a structured system of support designed to establish a foundation that facilitates and promotes aspects of:

1. Increased efficiency related to site rules, regulations and guidelines.
2. Certificated personnel and non-certificated personnel collaboration with adequate, on-going integrated provisions of professional development that will promote consistency in providing support to pupils that are at risk and those with exceptional needs.
3. Provisions to establish a formalized system of support that addresses the social/emotional needs of students at risk.
4. As is typical of educationally-related proposals designed to establish foundational systems of change to enhance the overall operations of an instructional program, a step-by-step action plan are next steps in this process.
5. In order to develop a realistic program implementation plan based on data-driven results, fiscal personnel must be involved in order for program personnel to obtain an understanding of related costs necessary to prioritize the needed program elements in a cost-effective manner and the potential return on the invested funds in the overall operation of the school. For example, program administrators should have an in-depth understanding of the Local Control Funding Formula that provides the basic funding for Special Education operations. In addition, an understanding of the local general fund contribution that supports the special education program beyond its categorical allocations will serve as a goal in our efforts to reduce special education cost over-runs and insure an effort to maximize the efficiency of systems to be put in place. It is recommended that a meeting be convened with the appropriate fiscal and program personnel be convened to establish a common goal in the development and implementation of a plan to effectively address the priority focus areas determined as noted above in a cost effective and accountable manner.

***Next Steps Notes For Victoria/Kenya's consideration):**

Examples of program priority operational elements (Once funding has been allocated prioritize with cabinet level administration): Order of elements noted below are not in order of significance.

- a. Written guidelines on how to review in-coming students.
- b. Written guidelines on how to conduct Administrative Transfer; In-take IEP meetings.
- c. Written protocol addressing suicidal ideation among students.
- d. Written standards for the use of individualized physical health care/behavior support (1-1 paraeducators).
- e. Written procedures for Student Study Team functions and documentation procedures.
- f. Maximizing funding allocated under categorical allocations (e.g. Low Incidence Equipment/Services, Educationally-Related Mental Health funds.).
- g. Position specifications for non-certificated personnel assigned to pupils and/or certificated personnel.
- h. Multi-disciplinary assessment practices related to identified disabling conditions and writing defensible pupil evaluations.
- i. How to integrate parent/guardian as a meaningful support to students in the implementation of the IEP process.
- j. Site-level protocol in dealing with difficult stakeholders and/or potential liability cases.
- k. Understanding community resources in supporting students/families at risk.
- l. Understanding differences between CFR 504 and IEP provisions and program modifications vs. accommodations and their respective implications in the pupils instructional program and commencement/graduation requirements.
- m. Writing defensible Transition to Adult plans via the IEP process.
- n. Roles and responsibilities of support personnel – Maximizing resources to meet the needs of pupils at risk.

*** Please call should you have need for clarification or need for changes in this information.**

Cover Sheet

School Wellness Plan

Section: II. Discussion Item
Item: C. School Wellness Plan
Purpose: Discuss
Submitted by:
Related Material: IIC.MPS School Wellness Poli_001.pdf



Board Agenda Item #	Agenda # IIC
Date:	November 15, 2017
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS School Wellness Policy

Proposed Board Recommendation

This is an information/discussion item. We will bring it to the board for approval in December.

Background

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs is required by federal law to establish a local school wellness policy for all schools under its jurisdiction.

MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation. This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of MPS in creating continuity between

school and other settings for students and staff to practice lifelong healthy habits;

- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred as "wellness policy"). Home Office staff suggest that school wellness agenda be overseen by the academic board committee periodically. We have established a roster of MPS-WC members (Appendix A) and will continue to outreach to our stakeholders to expand that list.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals.

It is our expectation that each SWC will evaluate their implementation of the policy annually and present it to the MPS board committee and to the full board at a regular board meeting and that the policy is reviewed and updated every three years by the board based on feedback and evaluation of the policy.

Other details can be found in the attached policy.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

This item is a federal requirement. The policy will benefit our students in that it will promote good nutrition, physical activity, and overall wellness of students at our schools.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MPS School Wellness Policy & Appendix A

Student Policies

School Wellness Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

Table of Contents

Preamble2

School Wellness Committee3

Wellness Policy Implementation, Monitoring,
Accountability, and Community Engagement4

Nutrition7

Physical Activity12

Other Activities that Promote Student Wellness16

Glossary18

MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

[Note: MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation.]

[Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

Magnolia Public Schools (MPS) is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

Student Policies

School Wellness Policy

- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in MPS. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred to as "wellness policy").

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals. Refer to Appendix B for a list of SWC contacts.

Leadership

The Superintendent or designee(s) will convene the MPS-WC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Refer to Appendix A for a list of these individuals.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

MPS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.magnoliapublicschools.org.

Recordkeeping

MPS will retain records to document compliance with the requirements of the wellness policy at the MPS Home Office and/or on its server. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods MPS uses to make stakeholders aware of their ability to participate on the MPS-WC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

MPS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. MPS will make this information available via the CMO website and/or CMO-wide communications. MPS will provide as much information as possible about the school nutrition environment. This will include a summary of MPS' and schools' events or activities related to wellness policy implementation. Annually, MPS will also publicize the name and contact information of MPS/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, MPS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which MPS schools are in compliance with the wellness policy;

Student Policies

School Wellness Policy

- The extent to which MPS' wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the MPS' wellness policy.

Refer to Appendix A for the position/person responsible for managing the triennial assessment and contact information.

The MPS-WC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

MPS schools will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The MPS-WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as MPS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

MPS is committed to being responsive to community input, which begins with awareness of the wellness policy. MPS will actively communicate ways in which representatives of MPS-WC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for MPS. MPS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. MPS will use electronic mechanisms, such as email or displaying notices on the MPS' and schools' websites, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. MPS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that MPS and individual schools are communicating important school information with parents.

MPS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. MPS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Student Policies

School Wellness Policy

III. Nutrition***School Meals***

MPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All MPS schools participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). MPS will explore other USDA child nutrition programs, such as the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. To the extent possible, MPS will also consider operating additional nutrition-related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others. All MPS schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (MPS offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Student Policies

School Wellness Policy

In addition;

- Menus will be posted on the individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The MPS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- MPS schools will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria):
 - Local and/or regional products are incorporated into the school meal program;
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). MPS schools will make drinking water available where school meals are served during mealtimes.

In addition;

Student Policies

School Wellness Policy

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

MPS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[Note: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

[Note: Foods and beverages sold or served at MPS schools will meet both the federal requirements and the California nutrition standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and ideally, the extended school day*] will meet or exceed both the USDA Smart Snacks standards and the California nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, including through:

1. Celebrations and parties. MPS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. MPS will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. MPS will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior. *[Meets Healthy Schools Program Silver-level criteria]*

Student Policies

School Wellness Policy

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. MPS will make available to parents and teachers a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, MPS encourages the following for our schools:

- *Schools will strive to use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

MPS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that MPS and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

MPS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;

Student Policies

School Wellness Policy

- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

In addition;

- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).*

Essential Healthy Eating Topics in Health Education

MPS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully

Student Policies

School Wellness Policy

- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

MPS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. MPS strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information MPS is imparting through nutrition education and health promotion efforts. It is the intent of MPS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the MPS wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the schools.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the MPS/school nutrition services/Athletics Department/SSC/PTF reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the MPS wellness policy.

IV. **Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and MPS is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All MPS schools will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. (This does not include participation on sports teams that have specific academic requirements.) MPS will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, MPS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. MPS will conduct necessary inspections and repairs.

In addition;

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.*
- *MPS will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.*

Physical Education

MPS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

MPS encourages all our schools to offer physical education for at least 200 minutes for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. MPS schools will annually administer the California Physical Fitness Test (PFT) to students in grades 5, 7, and 9.

Student Policies

School Wellness Policy

MPS' physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

In addition;

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers at MPS will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes at MPS are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*

Essential Physical Activity Topics in Health Education

MPS will strive to offer health education in all grades (elementary) and encourage middle and high school students to take and pass at least one Health Education course and/or Life Skills course and/or PE course that includes health education curriculum. MPS schools will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Student Policies

School Wellness Policy

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. (This policy may be waived on early dismissal or late arrival days.) If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below MPS-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the schools must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. (Each school will maintain and enforce its own indoor recess guidelines.)

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

MPS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. MPS recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

MPS will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

MPS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Student Policies

School Wellness Policy

Before and After School Activities

MPS schools will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. MPS will encourage students to be physically active before and after school by: physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, etc.

Active Transport

MPS will support active transport to and from school, such as walking or biking. MPS will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

MPS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. MPS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

MPS schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the MPS' curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the MPS-WC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

MPS will develop, enhance, and continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

MPS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, MPS will use electronic mechanisms (e.g., email or displaying notices on the schools' websites), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The MPS-WC will have a staff wellness representative that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Refer to Appendix A for the contact information of the staff wellness representative.

MPS schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include having fruit on the teacher's desk, drinking water in front of students, walking with students during recess/afterschool, participating in a PE class, setting personal health and wellness

Student Policies

School Wellness Policy

goals, and more. MPS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

In addition;

- *For all events with available food options, MPS will optimize healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.*

Professional Learning

When feasible, MPS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help MPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts.

Student Policies

School Wellness Policy

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Student Policies

School Wellness Policy

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
- ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.
- ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- ¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.
- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- ¹² Singh A, Uijtewillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

Student Policies

School Wellness Policy

Appendix A: CMO-Level Contacts***CMO-Level MPS-Wellness Committee (MPS-WC) Contacts***

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Currently, the following members serve on the MPS-WC. MPS will strive to include more representatives from diverse backgrounds and update this list as new members join. Either as members of the MPS-WC or just as participants, MPS-WC would like to invite and involve the MPS community and the communities we serve to be partners in our wellness program, attend meetings to establish goals for and oversee school health and safety policies and programs, and review and update this wellness policy.

Name	Title / Relationship to the School or MPS	Email address	Role on Committee
Dr. Caprice Young	CEO & Superintendent	cyoung@magnoliapublicschools.org	Provides general oversight and policy guidance
TBD	Board Member / Academic Board Committee Member		Oversees School Wellness agenda on the board and board committee meetings
David Yilmaz	Chief Accountability Officer	dyilmaz@magnoliapublicschools.org	Updates policy drafts for review by the MPS-WC; assists in the evaluation of the policy implementation; assists with the triennial assessment
Kenya Jackson	Chief Academic Officer	kjackson@magnoliapublicschools.org	Oversees nutrition education and physical education curriculum

Student Policies

School Wellness Policy

Dr. Victoria Marzouk	Director of Student Services	vmarzouk@magnoliapublicschools.org	Assists with the triennial assessment; assists in the evaluation of the policy implementation; coordinates the Deans of Students who lead the SWCs
Lydiatt Vega	Executive Office Manager	lvega@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation
Veronica Romero	Elementary School Representative; Office Manager	vromero@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation, especially in elementary schools
Suat Acar	Chief Operations Officer / Regional Director - North	sacar@magnoliapublicschools.org	Oversees North Region school facilities and budgets, and ensures equipment budget is available to students to be active
Erdinc Acar	Regional Director - South	eracar@magnoliapublicschools.org	Oversees South Region school facilities and budgets, and ensures equipment budget is available to students to be active
TBD	Secondary School Representative; Dean of Students		Assists in the implementation and evaluation of the policy
TBD	Secondary School Representative; Physical Education Teacher		Assists in the implementation and evaluation of the policy
Lilia Guerra	Staff Wellness Representative	lguerra@magnoliapublicschools.org	Focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff

Student Policies

School Wellness Policy

School-Level Wellness Policy Coordinators

School	Name	Title	Email Address
MSA-1	Salvador Gonzalez	Dean of Students	sgonzalez@magnoliapublicschools.org
MSA-2	David Garner	Dean of Students	dgarner@magnoliapublicschools.org
MSA-3	Stefond Johnson	Dean of Students	sjohnson@magnoliapublicschools.org
MSA-4	Sam Fagnoli	Dean of Students	sfagnoli@magnoliapublicschools.org
MSA-5	Susan Khweiss	Discipline Coordinator	skhweiss@magnoliapublicschools.org
MSA-6	James Choe	Assistant Principal	jchoe@magnoliapublicschools.org
MSA-7	Meagan Alonso	Assistant Principal	malonso@magnoliapublicschools.org
MSA-Bell	Arturo Prado	Dean of Students	aprado@magnoliapublicschools.org
MSA-San Diego	Cornelio Egasani	Dean of Students	cegasani@magnoliapublicschools.org
MSA-Santa Ana	Bao Nguyen	Dean of Students	bnguyen@magnoliapublicschools.org

Student Policies

School Wellness Policy

Appendix B: School-Level Wellness Committee (SWC) Contacts

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-Wellness Committee (MPS-WC). Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals.

School: MSA-_____

Name	Title / Relationship to the School or MPS	Email address	Role on Committee
Name Lastname	Principal	???@magnoliapublicschools.org	Provides general oversight and policy guidance; oversees school facilities and budget, and ensures equipment budget is available to students to be active
Name Lastname	Dean of Students	???@magnoliapublicschools.org	Oversees School Wellness agenda on the committee meetings; assists in the evaluation of the policy implementation; assists with the triennial assessment
Name Lastname	Dean of Academics	???@magnoliapublicschools.org	Oversees nutrition education and physical education curriculum
Name Lastname	Office Manager	???@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation
Name Lastname	Physical Education Teacher	???	Assists in the implementation and evaluation of the policy
Name Lastname	Health Education Teacher	???	Assists in the implementation and evaluation of the policy
Name Lastname	Staff Wellness Representative	???	Focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff
Name Lastname	School Site Council	???	Assists in the implementation and evaluation of the policy

Student Policies

School Wellness Policy

	Member			
Name Lastname	School Council Member	Site	???	Assists in the implementation and evaluation of the policy
Name Lastname	School Council Member	Site	???	Assists in the implementation and evaluation of the policy
Name Lastname	School Council Member	Site	???	Assists in the implementation and evaluation of the policy
Name Lastname	School Council Member	Site	???	Assists in the implementation and evaluation of the policy
Name Lastname	School Council Member	Site	???	Assists in the implementation and evaluation of the policy

Cover Sheet

Illuminate Transition Plan (School Information System)

Section: II. Discussion Item
Item: D. Illuminate Transition Plan (School Information System)
Purpose: Discuss
Submitted by:
Related Material: IID_Illuminate Transitio_001.pdf



Board Agenda Item #	Agenda #IID
Date:	11.15.2017
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Illuminate Transition Plan (School Information System)

Proposed Board Recommendation

This is an information item.

Background

On May 20, 2017 the MPS board of directors approved a transition plan for Magnolia's Student Information System (SIS), i.e., from CoolSIS to Illuminate. MPS has already been using Illuminate's Data and Assessment (DnA) module since 2016-17 and is now excited to use its SIS in conjunction with the DnA to increase effective use of the program.

Attached are Illuminate's proposal for 2017-18 and beyond and a transition plan that addresses set-up, data migration, admin bootcamp, and train-the-trainer local bootcamps to ensure successful transition into the new SIS.

Our data manager and SIS coordinator Mr. Ozkay oversees the transition plan. Please see the attached project plans for further details.

Budget Implications

- Amounts/ Funding Source
- CFO Review

This SIS transition has been budgeted and approved by the board at their meeting on 05.20.2017. *Copied here from the board cover page of that meeting:*

Illuminate SIS and transition cost based on an estimate of 3,800 students:

- FY 2017-18 (TRANSITION YEAR): \$27,500 (Setup & Admin Bootcamp, Data Migration, Train-The-Trainer Local Bootcamps)

FY 2017-18 cost will be covered by the MERF Home Office. (BUDGETED)

- FY 2018-19: \$40,100 (FULL IMPLEMENTATION) (\$13,800 for 9 days of BootCamp and \$7 per student license for 3,800 students)

FY 2018-19 cost will be covered by the schools. (WILL BE BUDGETED FOR 2018-19)

- FY 2019-20+: \$7 per student license fee; \$26,600 for 3,800 students

FY 2018-19 and on, schools will incur the cost.

How Does This Action Relate/Affect/Benefit All MSAs?

Illuminate SIS has been approved by our board and it is important that we have a plan for successful transition to this new SIS.

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer) and Ismail Ozkay (Data Manager & SIS Coordinator)

Exhibits (attachments):

- Illuminate Education Proposal
- MPS ISI Implementation Project Plan Key Dates
- MPS ISI Implementation Project Plan Timeline



Proposal

Magnolia Public Schools - ISI

Prepared For:

Magnolia Public Schools
Westminster, California

Prepared On:

11/28/2017

Prepared By:

Gary Hanson
ghanson@illuminateed.net
+1 9513149918

Illuminate Education, Inc.
6531 Irvine Center Drive, Suite 100, Irvine, CA 92618
Phone: 951-739-0186 | Fax: 909-266-1935
info@IlluminateEd.com | ILLUMINATEED.COM



1. COMPANY VISION

Illuminate Education exists to create tools, services and training to promote educator and student success. By building a vibrant team, making technology useful in districts and classrooms, and investing in local communities, we look to empower people from all backgrounds to reach their full potential in school and career achievement.

At the heart of Illuminate are educators just like you: we are a team of former school administrators, teachers, district technologists, instructional coaches, special education instructors and curriculum directors. We are also seasoned designers and engineers who are passionate about building products to make your lives easier.

We have reached over 5 million users across 43 states including students, parents, teachers and administrators. We are proud to have partnered up with over 14,000 schools and 1,600 districts including Boston Public Schools, San Diego Unified, Denver Public Schools, Caddo Public Schools, Newton Public Schools, and Salt Lake City School District.

Illuminate Education is committed to equipping our communities to flourish in the school and workplaces. Together, we believe we can change the world of education.

2. PROPOSAL

Illuminate Education proposes a contract with Magnolia Public Schools. Although a contract may span multiple years, Magnolia Public Schools retains the right to opt out each year at no financial penalty. The proposal includes data import support, system maintenance, system support, and user support for the length of the contract. It also includes ongoing system upgrades at no additional cost to Magnolia Public Schools.

3. PRODUCT OVERVIEW

Illuminate Education is proud to offer Illuminate Student Information System (ISI), a platform that provides all school-site staff a single, web-based point of access to attendance, scheduling, grades, reporting and more. ISI anticipates the needs of all educators and removes the boundaries of the traditional student information system.

With our system, districts and educators can focus not just on compliance but student growth. Employing Web 2.0 technologies and a user-friendly interface, ISI supports all aspects of the education process: from district-level educators who need to analyze sweeping patterns and trends, to instructional leaders who require fast, flexible reports to shape curriculum and instruction in the classroom.

ISI is focused on being dynamic and providing all-around student data, which allows educators to leverage all available information to truly educate the whole child. Educators will have an all-in-one solution to support streamlined operations and effective decision-making at all levels.

4. PRICING

The student count numbers provided in this quote are estimated. The contract will use the prior fiscal year's Fall student count from the appropriate California state website. This proposal was created using the dates of 7/1/2017 through 6/30/2021. Illuminate recommends the following model for Magnolia Public Schools:

Implementation Phase

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7.00	\$0.00	\$0.00
1	ISI Setup & Admin Bootcamp - Flat Rate	4-day bootcamp including pre & post-bootcamp implementation web support, guided system setup and configuration, and ISI System Admin training. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	\$4,000.00	\$4,000.00	\$4,000.00
1	ISI Data Migration Bootcamp - Flat Rate	4-day bootcamp including pre & post-bootcamp implementation web support, the data migration process, and training on ISI data tools and validation logs. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	\$1,000.00	\$1,000.00	\$1,000.00
5	ISI Train-the-Trainer Local (Full Day)	Full Day Train-the-Trainer On-site Training - Illuminate Student Information™ (ISI)	\$1,500.00	\$1,500.00	\$7,500.00
1	ISI Data Migration - Additional Support		\$15,000.00	\$15,000.00	\$15,000.00
				Total	\$27,500.00

Year 1

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7.00	\$7.00	\$26,600.00
9	ISI Master Schedule Bootcamp (Per Site)	3-day bootcamp that guides site leaders through the data-informed process of collecting course requests, building the master schedule, and scheduling students. Hosted at Illuminate HQ (Irvine, CA). Client responsible for travel & hotel accommodations.	\$1,500.00	\$1,500.00	\$13,500.00
				Total	\$40,100.00

Year 2

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7.00	\$7.00	\$26,600.00
				Total	\$26,600.00

Year 3

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
3,800	ISI - Licenses	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7.00	\$7.00	\$26,600.00
				Total	\$26,600.00

STUDENT INFORMATION SYSTEM



"When I walk into a classroom or visit a school a teacher always approaches me and says something like, 'Wow!! Illuminate is so user friendly. I love the reports, or I love the gradebook, or I love how easy report cards are now, or that assessment stuff is really cool! I can't wait to use it more.' Illuminate really is changing the face of education through technology."

Rufus Thompson
(Technology
Coordinator, Mountain
View School District)

Illuminate Student Information™ is the "next generation" Student Information System (SIS) that provides all district and school site staff with a single, web-based point of access to student demographics, attendance, scheduling, discipline, grades, assessment history, state reporting mandates, report cards, parent portal, student portal, gradebook, reporting, and more.

User-personalized **dashboards** with any data.

Create **custom reports/forms/letters/labels** with simple point-&-click/drag-&-drop (no queries).

Powerful and easy-to-use **master scheduler, walk-in scheduler**, and tools to give students exactly what they need.

Reduce data entry: **parent and student portals** communicate information and facilitate data entry and data validation.

Most common educator feedback: "It's just **so fast and easy to use.**"

Everything you need in an SIS, **simply and effectively.**

FEATURES

Attendance

- By Roster
- By Seating Chart
- Robust Attendance Reporting
- Notifications/Attendance Letters

Scheduling

- Walk-In Scheduler
- Advanced Master Scheduler
- Robust Scheduling Reports

Grades

- Notifications
- Reporting
- Incident Tracking Management
- Graduation Requirement Tracking
- Gradebook
- A-G reporting
- Customizable GPA Management
- Customizable Transcripts

Powerful Reporting

- Charting and Graphing Capabilities
- Custom Label Design and Generation
- Customizable Dashboard
- Customizable Student Profiles
- Sortable Prebuilt Reports
- Drag and Drop Customizable Form Letters
- Complete State Data and Reporting

Discipline

- Notifications
- Reporting
- Incident Tracking Management

Health

- Customizable Student Health Profiles
- Complete Immunizations Tracking and Reporting
- Blue Card
- Auditing
- Student Screening
- Mass Screening
- Health Plans

Parent & Student Portals

- Includes Parent and Student Messaging
- Includes Links to Curriculum Resources
- On-line Student Registration

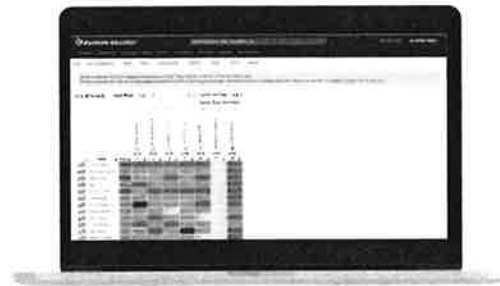
Report Cards

- Standards-based/Common Core

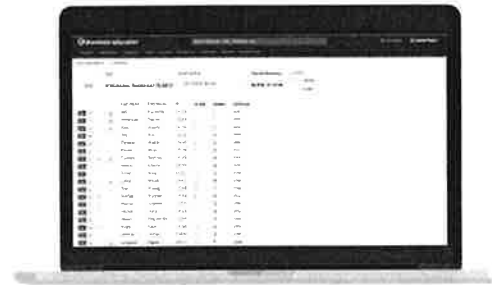
And . . .

- Program and Intervention Management
- Custom Alerts and Notifications
- Early Warning Identification System (On Track)
- Complete RTI Functionality and Reporting
- Direct Links to Curriculum Resources
- Customizable Student Demographics Profile
- Create Unlimited Custom Demographic Data Elements
- Mass Email Notifications
- Customizable Student Registration
- Counselor Log
- Student Notes

GradeBook Module



Attendance Module



Scheduling Tool



Student Portal



DATE	EVENT	PARTICIPANTS	TIME/LOCATION
10/31/2017 - 11/2/2017	Data Bootcamp	Data Team	Illuminate Office - Irvine
11/28/2017 - 12/1/2017	System Admin Bootcamp	System Admin Team	Illuminate Office - Irvine
2/27/2018	ISI Training	System admin (half day)	9am-12pm MPS Home Office
3/9/2018	ISI Training	Office Managers - AM Teachers - PM (gradebook, attendance, minor behavior, general student searching)	MSA-8
3/13/2018	ISI Training	Dean of Students (Behavior, Point tracking, Chronic Absentee, Contacts, Health & Wellness)	Home Office
TBD	ISI Training	Office Managers - AM	TBD
4/5/2018	ISI Training	Dean of Academics (Scheduling, Basic student information, Student population groups, interventions) College Counselors (graduation, transcripts, A-G, 4	Home Office
4/19/2018	ISI Training	AP/Principals - PM (Reports for Gradebooks, Attendance, Behavior, Transcripts/Report Cards)	Home Office
5/1/2018	ISI Training	System admin (half day)	MPS Home Office
6/15/2018	Last day of school 2017-18		
8/14/2018	First day of school 2018-19		

Student Information System Implementation Timeline

Date	Activity Title	Description	Time & Location
Sept 12, 2017	ISI implementation kick off webinar	Introductory web meeting to discuss initial implementation plan for ISI	9-10am GoToMeeting
Oct 12, 2017	ISI onsite implementation meeting	In-depth planning meeting for 18-19 roll out of Illuminate Student Information (ISI)	9am-12pm 250 E. 1st St. Ste 1500, Los Angeles, CA 90012
Oct-2017	MPS Leadership Team, First Meeting	During an implementation, Illuminate Education recommends MPS have a Leadership Team. This is typically comprised of MPS leadership staff from the Executive Director to MPS school admin. The purpose of the team is to provide high level leadership, support for the implementation, and policy support as needed. Add as an agenda item Wednesday academic team meeting.	
Oct-2017	MPS IT Team, first data migration meeting	Phone conference with MPG IT Team and Illuminate Education's migration team.	
Nov-2017	Board Update	At it's regular Board Meeting, the Board heard an update related to the implementation of Illuminate Education as the district's next SIS.	Start with Academic Team Committee and provide written update for November Board member and inform Dr. Young at C-Team meetings
Dec-2017	Exploring Scheduling in Illuminate ISI	A meeting to begin exploring the possibility of doing master scheduling in ISI.	
Oct 31 - Nov 2, 2017	Data Bootcamp	IT Data Team to Illuminate Education's headquarters in Irvine for a two day Data Bootcamp.	9am-4pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
Nov 14-15, 2017	Elementary Report Card Workshop		9am-3pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
TBD	Elementary Report Card Standard Meeting	First in a series of meetings to review past standards work and establish the new form and content for elementary report cards. The committee is targeted for 3 staff per grade level with every site represented.	
Nov 28 - Dec 1, 2017	ISI System Admin Bootcamp	MPS Team to Illuminate Education's headquarters in Irvine for a four day System Admin Bootcamp.	9am-4pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
Dec 5, 2017	Data & System evaluation	Data & system setup check-in to evaluate the feasibility of master scheduling for 18-19	10-11am Web?
Dec 7, 2017	Magnolia Public Schools 18-19 Master Scheduling (Dean of Academics meeting)		10-11am Web?
Mid February	CALPADS data checks	Run Fall 1 & Fall 2 extracts and do comparisons between CoolSIS & ISI	

Mar 20, 2018	Master Schedule Bootcamp: Course Requests	Session 1 of master scheduling bootcamp focuses on methods to collect course requests.	9am-3pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
Apr 17, 2018	Master Schedule Bootcamp: Building the Board	Session 2 of master schedule bootcamp focuses on using Illuminate tools to build a draft scheduling board.	9am-3pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
May 15, 2018	Master Schedule Bootcamp: Scheduling Students	Session 3 of master schedule bootcamp focuses on scheduling students to sections.	9am-3pm 6531 Irvine Center Dr Suite 100 Irvine CA 92618
	Cohort Google Hangout	This is the first in the bi-weekly Google Hangouts with our cohort. This is to further the training of the System Admins as we continue the transition work.	
	Trainer of Trainers Training	Training over four days for various trainers of trainers. Details for this training will be determined by the ISI Implementation Team	
	Custom Reports Practice	An open session for interested subcommittee members to practice and get help on Custom Reports	
	Re-Training	Various training options for all staff. Topics established by MPS Implementation Team.	
	Go Live	This is the day that Illuminate Education's ISI becomes the authoratative system for all student records	
Aug 14, 2018	First Day of School	First day of school!	



Illuminate Student Information

ISI System Admin Setup Bootcamp

DAY ONE: Jumping into ISI!

Introductions, Accomplishments & Anticipations

Bootcamp Goals

- Post-its parking lot
- Continue to build cohort support network
- Meet the Illuminate team who will be supporting you throughout your implementation
- ISI system configuration & setup – Individualized and hands-on with ISI support experts
- Learn basic system administrator functions after core system setup (group training)
- Track progress & notes on your **ISI Implementation Project Plan**
- Illuminate Zendesk Community
- Bootcamp structure - Overview, Give it a Try!, Plan it (we do, you do, follow-up)



Group Training

- Big Picture System Overview
- Login and Navigation - Regional Network Meetings, status page, social media
- Overview:** [Big Picture Overview](#)
- Customization of Tiles
- Give it a try!**
 - In your **live site:**
 - Open up your Control Panel and practice changing site and dates.
 - Click on Lessons & Videos and navigate around a bit. Read help



ISI System Admin Setup Bootcamp

Illuminate Student Information

documents about features you are most interested in.

- Sign up for Illuminate Help Center if you have not done so already.
- Resources:** [Illuminate Overview](#), [Control Panel](#), [Student Groups](#)
- Plan it:** Open up Project Plans to keep track of notes and completed tasks. Additionally, use your project plan to jot down great ideas and best practices. These Project Plans are yours - make them so! Add tabs as needed.

10 minute break



Breakout Session

System Setup

1. Setup your 16-17 school year so that you can start running comparison reports. Begin to setup the 17-18 school year for Go Live.

Setup/verify the following system areas from the ISI Project Plan (System Setup tab):

Admin Gear

CALENDAR

- Verify Sessions
- Verify Terms in Term Manager
- Day Types
- Calendar - populate the calendar with the Day Types you created
- Attendance Month Reporting Periods (*Interactive Guide*)

SCHOOL

- Site Management
- Timeblocks and Timeblock Occurrences
- Room Management
- Departments



ISI System Admin Setup Bootcamp

Illuminate Student Information

- Setup Registration Builder

OTHER

- Create Student Custom Fields
 - Sample custom fields: Tshirt size, Locker Number, Back to School Forms Submitted, Resident District Student ID, Walk Release, Off Campus Lunch Permission, Parent Service Commitment Form, Field Trip Permission Form, etc.

**IM refresh metadata*

Students tab

GENERAL

- Create custom Demographic Details page layouts (ex: CALPADS, office, teacher)
 - Add custom fields as necessary
 - Duplicate & share layouts by role

Working lunch to finish up System Setup above



Group Training

USERS

- Overview:** [Users Overview](#)
- Give it a Try:**
 - In your **sandbox:**
 - Look at your current Roles. Check to see if each Role has been completely setup
 - Go into Permissions and practice copying permissions over to another Role
 - Become Another User and use the Check Permissions feature on



ISI System Admin Setup Bootcamp

Illuminate Student Information

several pages

- ❑ Try running the List User's Permissions report

- ❑ **Resources:** [Create Role](#), [Manage Users](#), [Manage Permissions](#), [Copy Permissions](#), [List User's Permissions report](#), [Mass Password Reset](#)
- ❑ **Plan it:** Identify which roles are going to be kept (from DnA) and which roles will need to have the new ISI starter roles copied over to them. Using your project plan, indicate which individual will be in charge of managing and sharing out roles.

Note: Best practice recommendations:

#1 Setup users.txt on automation in the sandbox now. Make any necessary changes to the file so that it is ready to import into live. Then during the summer import your final users.txt file into the live site.

#2 Take a firm stance on password security. If your organization does not utilize Google SSO or Active Directory then set up minimum password requirements for your users and communicate these requirements and their importance to them.



Continue Breakout Session for System Setup

Setup the following system areas from the ISI Project Plan (System Setup tab):

Admin Gear

USERS

- ❑ Role Management
 - ❑ Verify and add all roles that will be assigned to end-users

Note: Illuminate pre-installed sets ("ISI: _____" roles) are starter templates to copy permissions to the roles you create. This should only be completed in Live after final closeout of outgoing SIS.

- ❑ Permissions
 - ❑ Copy pre-installed ISI roles to instances



ISI System Admin Setup Bootcamp

Illuminate Student Information

- <http://help-isi.illuminateed.com/m/8504/l/22815-copy-permissions>
 - User Management
 - Verify/edit users (including site & role affiliations)
 - Spot-check an office manager's permissions using either Become Another User or your preferred permission verification tool from above
- Note:** Permissions will need to be adjusted based on the specific needs of your organization.

ATTENDANCE

- Verify Attendance Flags (order, category)
- Ignore Attendance Letter section (deprecating - new option will be shown at a later date)
- Share out with the **appropriate roles** (always share with Illuminate Admin!)

Schedule Staff Trainings

- Illuminate implementation team members will work with you to schedule Train-the-Trainer sessions as well as any additional requested training after discussing individual training needs.
 - See sample training schedule and course descriptions
- Schedule ISI confirmations web session (May, June, July)
- Schedule post go-live check-in meeting (mid September)

Daily Wrap-up

- Revisit Project Plan
- Post-its Parking lot entries

Day 1 Homework/Review

- Finish any setup on today's agenda that has not been completed
- Data Logs - Ticket submissions
- Review Train-the-Trainer courses and confirm date options

Sandboxes will be refreshed tonight. Notify your implementation manager if your site needs to be excluded from the refresh process for any reason.



Illuminate Student Information

ISI System Admin Setup Bootcamp

DAY TWO: Keep on keepin' on!

Discussion Question

- What were your big take-aways and challenges from yesterday?
- Additions to <http://process.illuminateed.com/charter/>
- Revisit users.txt



Group Training

Registration and Enrollment

Let's do it together!

- Create a New Student (*Interactive Guide*)
- Demographic Details
 - Switch to one of the layouts created yesterday
- Schedule 2.0
 - Overview:** [Schedule 2.0 PPT](#)
 - Give it a try!**

But first, here's some help: [Click Here!](#)

In the **sandbox:**

1. For the student you created above: Use Schedule 2.0 to give the student a new class with a start date of today



ISI System Admin Setup Bootcamp

Illuminate Student Information

2. Print a locator for the student
 3. Edit the class start date to be next Monday
 4. Drop the student from the class as of next Friday
 5. Brainstorm with your partner as to when to use the delete option and when to use the end date option.
- Plan it:** Appropriate district users will need to be trained on Schedule 2.0 after 17-18 master schedule has been imported to make individual scheduling changes as needed. They will also need to be able to use Schedule 2.0 when creating brand new students in Illuminate over the summer (post system go-live).

Contacts

- Overview:** [Contact PPT](#)
- Give it a try!:**

But first, here's some help: [Click Here!](#)

In the **sandbox:**

- Enter a contact for a student
 - Run Duplicate Contact Finder, Dwelling Merger, Household Merger
 - Have you implementation manager run the one time merge script to see how many duplicates can be removed.
 - Plan it:** Based on the number of duplicates that are left indicate on your project plan how much time you will need for the actual contact cleanup project to be done after the last day of school. Consider setting a calendar reminder for yourself for this.
- Health Profile
 - Overview:** [Health 101 PPT](#)
 - Give it a try!:**

But first, here's some help: [Click Here!](#)

Complete the following [health scenarios](#) in the **sandbox:**
 - Plan it:** On your project plan spreadsheet, note your district's plan for



ISI System Admin Setup Bootcamp

Illuminate Student Information

importing or manually entering health data. Be sure to backwards plan from your health staff training date!

❑ Student Programs

❑ **Overview:** [Student Programs PPT](#)

❑ **Give it a try!** In the **sandbox:**

But first, here's some help: [Click Here!](#)

1. For the student you created above: Add a Student Program for Free & Reduced Lunch (status is free)
2. Change the program exit date to next Friday
3. For the same student, add a Student Program for Gifted and Talented

❑ **Plan it:** In your project plan spreadsheet, document the plan for importing programs.txt data. Keep in mind any updates to code management that will be needed to successfully import student programs.

❑ Language

❑ **Overview:** [Language PPT](#)

❑ **Give it a try!:** In the **sandbox:**

For the student you created above:

1. Update English Proficiency to be EL
2. Update EL Setting to be Alternative English Immersion
3. Update Home Language Survey information to indicate First Language = Spanish
4. Update Home Language Completion Date to be today's date
5. Add an EL Setting Waiver that was approved for the 17-18 school year (make up start and end dates)
6. Add a Language Comment indicating that the student will be CELDT tested in the summer

❑ **Plan it:** In your project plan spreadsheet, document the plan for importing language.txt data.

❑ Special Ed

❑ **Overview:** [Special Education PPT](#)



ISI System Admin Setup Bootcamp

Illuminate Student Information

Give it a try! In the **sandbox**:

For the student you created above:

1. Give the student a primary disability
2. Indicate the Plan Type as IEP
3. Initial Assessment Date = today's date
4. Add Bus Information data starting on 8/1/17 and ending on 6/1/18
5. Add a special education comment indicating that the counselor needs to review the student's IEP

Plan it: In your project plan spreadsheet, document the plan for importing specialed.txt data.

Enrollment History

Overview: [Enrollment History PPT](#)

Give it a try! In the **sandbox**:

1. Change enrollment start date
2. Add a show show record
3. Change student grade level

Plan it: In your project plan spreadsheet, document the plan for importing enrollment.txt data.

- Exiting a student, no show, delete
- Change grade/program
- Transfer students for reporting/authorizing school district
- Primary enrollment
 - Non-Primary Enrollment report

Return to Code Management

- Transfer Districts: create a code for your authorizing district

10 minute break



Breakout Session



ISI System Admin Setup Bootcamp

Illuminate Student Information

Practice time! Use sample registration packets to complete the process to enroll/register a new student in your live site or sandbox site (if setup on automation)

Working Lunch

Additional Site Configurations

Use the project plan column D of System Setup Tab for guidance

- Additional known state data imports
- Student Photos
- Banner Blasts
- Widget Management
- Student Alerts
- Code Management for Comments
-

Documentation Discussion

Reports Crosswalk Planning (IM to install any known crosswalks to project plans)

Who at the district will be responsible for creating additional district specific documentation and crosswalks?

Daily Wrap-up

- Revisit Project Plan
- Post-its parking lot entries

Day 2 Homework/Review

- Finish any setup on today's agenda that have not been completed
- Make sure that all Attendance Letters are installed
- Sandboxes will be refreshed tonight. Notify your implementation manager if your site needs to be excluded from the refresh process for any reason.



ISI System Admin Setup Bootcamp

Illuminate Student Information

DAY THREE: The end is near!

Discussion Question

- ❑ What are your top priorities for ISI for the start of the 17-18 school year?



Group Training

CALPADS Best Practices

- ❑ **Overview:** [CALPADS Overview](#)
- ❑ **Give it a Try!:** Go to Reports>>State Reporting, and select SENR or SPRG. Run 1 extract and review existing data errors
- ❑ **Plan it:** In your project plan, designate the individual who will be responsible for ensuring appropriate CALPADS setup. If new to CALPADS, this user should sign up for CALPADS training webinars. Additionally, at least 1 person should be registered to attend each of the following:
 - ❑ Register for the [September/Fall 01](#) training
 - ❑ Sign up for the Illuminate [CALPADS Users Mailing List](#) for information about future Illuminate workshops, webinars, and trainings!
 - ❑ Register for [Illuminate CALPADS and Coffee/Cookies Calls](#) (starting in August)
 - ❑ Register for [CALPADS Training Webinars](#) (for new CALPAD users)
 - ❑ Register for [CALPADS Q/A](#)
 - ❑ Sign up for [ListServe](#)



ISI System Admin Setup Bootcamp

Illuminate Student Information

10 minute break

Introduction to Reports and Custom Reporting

Overview:

- How reports are laid out in Illuminate
 - Module reports, pre-built reports, custom reports
 - [Custom report data](#)
 - Custom reports for data validation & other cool places they work in the system
 - Starting point for custom reports **Search 2.0**
 - Adding columns – how do I find and add columns?
 - Filtering
 - Sorting
 - Title

Give it a Try! Custom Report Practice

- Build custom reports from [scenarios](#) provided
- Run custom reports & pre-built or modular reports to validate core data
- Resources: [Custom Report Quick Guide](#)

Plan it:

- What reports does your staff need day one? Custom or pre-built?
- Which reports should be Favorites? Tiles?
- Which custom reports should be built and shared with users prior to the first day of school? Who will be the report creators?

Working lunch



ISI System Admin Setup Bootcamp

Illuminate Student Information

Custom Reports Continued – Intro to some advanced features

What else can custom reports do?

- Form letters
- Labels
- Grouping



Group Training

Attendance Overview

- Overview:** [Attendance Overview](#)
- Give it a try!:**
 - In your live site,
 - Check your current Attendance Program settings at the Session level.
 - For homework tonight, create an inventory of attendance programs currently being used. Work with your IM to create any new attendance programs.
 - In your **sandbox:**
 - Add an attendance program to a Course, Section, and Student.
- Resources: [Attendance Manual](#), [Attendance Setup](#), [How Attendance Works](#)
- Plan it:** Using your project plan, identify any non-seat based or alternate attendance programs used at your sites, identify the best way to track attendance programs (Course, Section, Student), and ensure you have a plan to ensure accurate reporting. Pull in your Business Office Manager to help with setup and to identify any discrepancies.

Take Attendance

- Overview:** [Attendance Entry](#)
- Give it a try!:**
 - In your **sandbox:**
 - Take Attendance by Class Roster
 - Try adjusting dates and changing between classes
 - Mark at least 2 students as absent
 - Take Attendance by Student
 - Mass Attendance Updates



ISI System Admin Setup Bootcamp

Illuminate Student Information

- Clear any absences - Absence Reconciliation
- Take attendance for a class
- Take attendance for a student for a week
- Resources: [Attendance Taking Practices](#)
- Plan it:** Using your project plan, make sure Attendance Flags have been shared out appropriately to all roles; specifically, make sure the teacher role has only been given a maximum of three flags. Begin developing your Crosswalk Documentation for taking attendance methods.

Attendance Reports

- Overview:** [Attendance Reports](#)
- Give it a try!** If you have brought over sample attendance data and finished basic system setup, you can practice running these reports!
 - In your **sandbox**:
 - Run the ADA Checker, Daily ADA Report, and Cumulative Attendance
 - Run the Student Summary, Missing Attendance, and Absence Reconciliation Report
- Resources: [Attendance Reports Help](#)
- Plan it:** Discuss with your team and decide which folk will be in charge of creating Attendance Crosswalk Documentation. Add a new tab to the Project Plan including all currently used Attendance reports and their Illuminate counterparts

Attendance Letters

- Overview:** [Attendance Overview PPT](#)
- Locate the PDFs of your current attendance letters so that you can overlay fields onto it in the break out session.
- Configurations & PDF overlay [Attendance Letter PPT](#)
 - [Functionality and Set-Up \(Permissions and Location\)](#)
 - [Manage Attendance Letter Configurations](#)
 - [Templates and Template Linking](#)

What is learned here will also apply later to the following letters/functions.

- Behavior/Suspension Letters
- Secondary Report Cards
- Elementary Report Cards
- Custom Report Form Letter



ISI System Admin Setup Bootcamp

Illuminate Student Information

- Give it a Try!:**
- In your **sandbox:**
 - Create configurations & complete PDF overlay (if other team members are present, divide and conquer by also completing Behavior/Suspension letters).
 - Generate trial letters with imported attendance data or switch to the sandbox and enter attendance data there.
- Update your project plan to reflect completion of this task.

Daily Wrap-up

- Revisit Project Plan
- Post-its parking lot entries

Day 3 Homework/Review

- Finish any setup on today's agenda that have not been completed
- Sandboxes will be refreshed tonight. Notify your implementation manager if your site needs to be excluded from the refresh process for any reason.



ISI System Admin Setup Bootcamp

Illuminate Student Information

DAY FOUR: Home stretch, you're gonna make it!

Regularly Scheduled Web Meetings for ISI Support

- Bootcamp participants & System Admin team will be expected join weekly ISI "hangouts" to ask questions and get support from ISI implementation team
- Hangouts occur every Thursday from 9-10am throughout the first year of implementation.
- System admin will receive a calendar invite for the hangout session offered through GoToMeeting
- System admin is to see the [calendar of topics](#) and invite district participants to attend relevant sessions or watch the recordings

Documentation Discussion

- Reports Crosswalk Planning - prepare a list of reports needed (add to crosswalk tab on project plan)
- Who at the charter organization will be responsible for creating additional charter specific documentation and crosswalks?

Important Extras

- Plan for 3rd party vendor extracts (i.e. Meal system, notification system, etc.)
 - Identify each vendor that will need a data extract
 - Vendor specification should include file formats, required fields, and applicable field level notes see [Sample vendor specification](#)
- Subscribe to our enhancement request tracking system: [Aha!](#)
- Subscribe to the [Illuminate Status](#) page

Post-bootcamp Required Trainings

Required: See the [Training Resources Tab](#) on the Cohort Information Page for additional trainings related to [implementation](#).



ISI System Admin Setup Bootcamp

Illuminate Student Information

Required: CALPADS [September/Fall01](#), January, May (dates TBD)

Optional: [General Illuminate trainings](#)

Optional but recommended if report cards are needed: [Elementary Report Card Building Workshops](#)

Additional Professional Development Opportunities

- [Regional Network Meetings \(1 day, no cost\)](#)
- [BI \(Business Intelligence\) Tool Workshops](#)
- [Illuminate Education User Conference 2/1/18 to 2/2/18 San Diego](#)

Master Schedule Accuracy

- View imported master schedule and make necessary adjustments to the following:
 - The Board views and filters
 - Job share teachers
 - Double blocked classes
 - Independent study/virtual campus schools (scheduled a student to multiples of the same period??)
 - Verify section and student total accuracy (The Board - see Totals tab)

Course Setup

- Overview:** Course Details [Help Doc](#)
 - Critical fields:
 - Transcript/GPA areas
 - Credits
 - Repeat
 - Applicable Grades
 - Points
 - Scheduling Information

 - Critical Tabs



ISI System Admin Setup Bootcamp

Illuminate Student Information

- Course Grade Levels
- Course Site Affiliations
- Course Teacher Affiliations
- Give it a Try!:** Select one course and click the edit icon. Note which fields are not populated.
- Plan it:** In your project plan indicate if you will adjust your courses.txt file and reimport with additional necessary fields or manually enter and the target completion date.
 - IMPORTANT:** Prior to making any manual adjustments to courses.txt will need to be removed from automation.

Grades tab

SETUP

- Overview:** [Grading Periods](#)
- Give it a Try!:** Create grading periods for the upcoming school year. If next year's grading calendars are not finalized at this point, create grading periods for this year's secondary sites. Work with your implementation manager to make sure that all grading periods have been setup properly for progress and final grades.
- Plan it:** Work with your district team to finalize the grading period calendar for the upcoming school year if necessary.

- Overview:** Grade List [Help Doc](#)
- Give it a Try!:** During data bootcamp you should have worked with the data team to get the basic grade list populated so that transcripts.txt could be imported.
- Edit each grade in the list and set them appropriately.
- Verify all necessary secondary grades are in the list and add any additional grades needed for things such as citizenship and work habits that may not have been part of the transcripts.txt import.
- Plan it:** Note any questions you may have for your secondary education



ISI System Admin Setup Bootcamp

Illuminate Student Information

department team.

Secondary Report Cards

[Secondary Report Card Help Docs](#)

[Templates](#)

Overview: [Secondary Report Card PPT](#)

Give it a Try!: Tonight for homework upload a sample PDF and see how it works for yourself.

Plan it: Who can you delegate this task to? It's a pretty easy one. Indicate this in your project plan and let them know that they have been "voluntold."

GPA Calculations

Overview: [GPA Overview](#)

Give it a Try!: Create a basic GPA calculation in the Live site.

Plan it: Identify other GPA calculations that need to be created and identify who will be creating these and indicate this on your project plan.

Grad/Course Requirements

Overview: [Course Requirement PPT](#)

Give it a Try!:

- Create one basic requirement in the Live site
- Add categories
- Link to GPA (if applicable)

Plan it:

- Determine what Course Requirements are needed and list them in your project plan
- Determine if you will be importing the course requirements or manually creating them
- Focus only on requirement for the current year (once those are perfect you can easily duplicate and tweak all other years)

Lunch

Transcript Configuration

6531 Irvine Center Dr. | Suite 100 | Irvine, CA 92618

Phone: 949-242-0343 | Fax: 909-266-1935

help@illuminateED.com | illuminateeducation.com





ISI System Admin Setup Bootcamp

Illuminate Student Information

Overview: [How to create a transcript](#)

Give it a Try!:

- Setup configurations per site if applicable (district wide transcript recommended)
- Individual student transcript
- Mass transcript generation
- Run Requirement Credit Check report and compare to current SIS grad requirement credits

Plan it:

- Discuss site transcript verification plan with counselors and site admin. Note that this is one of the most important steps that cannot be skipped. There is no easy way to do this except to do it.

Daily Wrap-up

- Revisit Project Plan
- Post-its Parking Lot entries

Day 4 Homework/Review

- Go home and relax. You've earned it!

Cover Sheet

Discussion of Volunteer Policy

Section: II. Discussion Item
Item: E. Discussion of Volunteer Policy
Purpose: Discuss
Submitted by:
Related Material: IIE. Volunteer Policy_2017_001.pdf



Board Agenda Item #	Agenda # IIE
Date:	November 15, 2017
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer & Ismael Soto, Interim Chief External Officer
RE:	Conditions for Classroom and School Volunteer, Visitation, Shadowing, and Removal Policy

Proposed Board Recommendation

This is an information/discussion item. We will bring it to the board for approval in December.

Background

MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program. MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the attached policy and procedures to facilitate volunteering and visitations during regular school days.

The attached policy describes two types of volunteers: certified and single event. The application process for certified volunteers is described and an application form is attached. It is important that MPS check fingerprinting and background clearance and ask for TB risk assessment to volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at <http://www.meganslaw.ca.gov> to ensure that prospective volunteers are not registered sex offenders.

The policy describes volunteer commitment and procedures as well as visitation/shadowing guidelines. It is important to emphasize that volunteer hours are non-mandatory. We encourage our stakeholders to volunteer and make sure that it is not interpreted as mandatory. Our charter petitions encourage parents to volunteer for non-mandatory 10 hours per year.

MPS has a parent involvement policy, which is included in our student/parent handbook. This volunteer policy is more about volunteering and visitation procedures; details can be found in the attached. We have worked with our legal counsel in creating this policy. In doing that, we reviewed our handbooks, charter petitions, and comparable district policies. This is an information item and any feedback will be appreciated before we bring the policy back for board approval in December.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

The policy provides guidelines and directions in volunteering and visitation and helps streamline our procedures.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Conditions for Classroom and School Visitation and Removal Policy FINAL 102617 (clean)

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

MAGNOLIA PUBLIC SCHOOLS

CONDITIONS FOR CLASSROOM AND SCHOOL VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY

Magnolia Public Schools (“MPS”) encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering Categories and Application Process

A. Certified Volunteers (“C-Volunteers”)

- a. **Who are C-Volunteers:** These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include but are not limited to: classroom volunteers, tutors, field-trip volunteers, etc.
- b. **Application Process:** C-Volunteers must provide MPS with the following documents:
 - Volunteer Application Form (signed)
 - Volunteer Commitment Form (signed)
 - Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
 - Tuberculosis risk assessment or examination
 - Valid photo I.D. (driver’s license, passport, military ID, US or other government identification)

B. Single Event Volunteers (“SE-Volunteers”)

- a. **Who are SE-Volunteers:** These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.
- b. **Application Process:** SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.
2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at <http://www.meganslaw.ca.gov> to ensure that prospective volunteers are not registered sex offenders.
3. Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
4. Information gained, overheard, or inadvertently acquired by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal.
5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
6. Volunteer hours are applied to the non-mandatory [INSERT] hours of volunteering requested pursuant to the [INSERT].
7. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

time, at least three (3) school days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.
3. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.
5. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.
6. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
7. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. If consent is withdrawn by someone other than the MPS Principal, the MPS Principal may reinstate consent for the visitor if the MPS Principal believes that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
8. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
11. The MPS Principal or designee shall seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS administration to debrief your visit.

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

MAGNOLIA PUBLIC SCHOOLS

Shadow Request Form

Visiting Person Information:

Person Visiting Is: Parent/Guardian Student Other _____

Parent/Guardian Name: _____

Home Address: _____

Phone #: _____ Email: _____

Student Name: _____ Date of Birth: _____ Grade: _____

If student is not a current student at MPS:

Is the student enrolled in MPS for the next school year? Yes No _____

Current School Name: _____

City: _____ State: _____ Country: _____

Health Concerns: _____

Visit Details:

Date(s) Wishing to be a Visitor: _____

Reason for Visit: _____

Signatures:

Visiting Student Signature: _____ Date: _____

Visiting Parent/Guardian Signature: _____ Date: _____

Principal's Approval:

Signature: _____ Date: _____

Parent Contact Made on Date: _____

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

MAGNOLIA PUBLIC SCHOOLS

Certified Volunteer (C-Volunteer) Application Form

Magnolia Public Schools (“MPS”) encourages parents/guardians and interested members of the community to volunteer at MPS as volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents/guardians/community members for their willingness to volunteer.

School Name/Location and School Year : _____ (Date: _____)

Name: _____
Last First Middle Maiden Name/Other Names Used

Residence Address: _____
Street City State Zip

Home Telephone: (_____) Work or Mobile Telephone: (_____)

Emergency Contact Name and Phone: _____ (_____)

Date of Birth: ____ / ____ / ____ CA Driver’s License or ID Card: Yes () No () Number: _____

Physical Limitations: Yes () No () Explain: _____

Relationship to any student(s) or staff members at school? Yes () No () Explain: _____

Languages spoken: _____

Please respond to the following: “I am interested in volunteering because _____

Do you have any felony convictions*: Yes () No () If so, please list: _____

Have you **EVER** been convicted* of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes () No ()

*Conviction includes a finding of guilty by a court in a trial with or without a jury or a plea or verdict of guilty.

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize MPS to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.1.

I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers’ compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the MPS and hold the MPS, its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity.

Signature: _____ Date: _____

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

MAGNOLIA PUBLIC SCHOOLS

Volunteer Commitment and Procedures

The administration, staff, and students of Magnolia Public Schools (“MPS”) are appreciative of all persons who are willing to commit time and energy to helping students succeed and to provide an excellent place of learning for all students. Most of the MPS activities and events simply would not happen without the participation of our volunteers.

Ways a Volunteer can help

- Room Parent
- Clerical Help
- Tutoring students (e.g.: math, computer activities, reading with students, etc.)
- Morning, lunch, yard, and/or dismissal supervision
- Chaperone Field Trips
- Help with special class events (e.g.: career fairs, fundraisers, etc.)
- Athletic support

Below are ethics and **guidelines** that must be followed while you are volunteering at MPS. These guidelines are designed:

- to promote a productive and safe environment
- to set appropriate expectations
- to clarify roles & responsibilities

APPLICATION AND SCREENING:

C. Certified Volunteers (“C-Volunteers”)

- a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis.
- b. Application Process: C-Volunteers must provide MPS with the following documents:
 - Volunteer Application Form (signed)
 - Volunteer Commitment Form (signed)
 - Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
 - Tuberculosis risk assessment or examination
 - Valid photo I.D. (driver’s license, passport, military ID, US or other government identification)

D. Single Event Volunteers (“SE-Volunteers”)

- a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity.
- b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

CONFIDENTIALITY: Volunteers should realize that they have a position of trust. Personal information pertaining to students or staff, as well as conversations between parents, teachers, staff members, and students **MUST** be kept confidential. Volunteers are **NOT** permitted to view any part of a student's records including test scores, report cards, attendance reports, or any other document to that would be included in student records. What you **SEE** or **HEAR** in a classroom, hallway, bathroom, on a field trip, or on the playground should be considered confidential and only discussed with a teacher, counselor or principal. For MPS to provide the best environment for learning, everyone's privacy must be respected. No gossiping will be permitted.

LIABILITY: MPS is proud to provide liability coverage and an accident policy for its volunteers, after any other valid and collectible insurance. In order to have this protection, all volunteers must sign in on MPS' volunteer / visitor sign in sheet (in every school office) every time they volunteer. Volunteers are not covered by Workers' Compensation.

CHILD NEGLECT AND ABUSE REPORTING: MPS volunteers are obligated under mandatory child reporting laws to report any suspected child neglect or abuse. Please refer to MPS mandatory reporting guidelines located at **[INSERT LOCATION]**.

SUPERVISION: Volunteers perform under the direction and supervision of MPS personnel. Volunteers should know and follow MPS policies and rules. MPS, in its discretion and without a statement of reasons, may suspend any volunteer from further volunteer activities. No statement by the MPS establishes a property right to perform volunteer work.

COMMUNICATION: If you are unable to make it to school when you are expected, please call MPS and leave a message. Similarly, MPS staff will contact you if your time is cancelled or changed for any unforeseen reason. You may contact the MPS main Office at _____, or email _____ with questions or for assistance. Please be dependable and on-time. Teachers and staff count on you!

STUDENT/VOLUNTEER RELATIONSHIP: Volunteers function in a position of trust and MPS does not extend that volunteer / student trust relationship outside of the supervised school environment. It is the responsibility of the volunteer to notify MPS immediately if he/she becomes involved with a student / family outside the school environment.

DISCIPLINE: A teacher or staff member is responsible for student discipline. If you see a child behaving in a way that endangers themselves or others, you need to stop the behavior and report it to a staff member. If a student continues to be noncompliant, disrespectful, or disruptive after a verbal warning, please notify a teacher or staff member. Student safety is the responsibility of all adults, but student discipline is the responsibility of MPS staff.

SIGN IN: Volunteers should always sign in at the front desk. A volunteer should always have a visitor's pass/sticker on while working on campus or while acting as a chaperone on a class field trip.

CELL PHONE/PHOTO/SOCIAL MEDIA: Cell phones may be used on campus however we ask that you use a "silent setting" so that the class is not disturbed. Phones should only be used for emergencies. Volunteers are not allowed to take photos or post on social media unless approved by MPS.

Board Policy #: _____
Adopted/Ratified: _____
Revision Date: _____

EMERGENCY PROCEDURES: Classroom procedures and escape routes are located in each room. Drills are performed throughout the year. During a fire drill, the entire building is evacuated and each classroom reports to a designated area outside on the MPS campus. Please take the time to familiarize yourself with these safety plans.

I have read the above information and agree to the guidelines and responsibilities.

Name: _____
Signature: _____

Date: _____