



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday February 10, 2022 at 6:00 PM PST

Location

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

Meeting ID: 978 5606 4990 **Passcode:** 021250

One tap mobile: +16699009128,,97856064990# US (San Jose)

All members of the public can participate by calling in using the numbers provided above.

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Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email board@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from CEO & Superintendent and Board Members			5 m
F. Approval of Minutes from MPS Regular Board Meeting - January 20, 2022	Approve Minutes		1 m
II. Closed Session			6:14 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employment (§ 54957)			30 m
C. Anticipated Initiation of Litigation §54956.9(c): (1 case)			30 m
D. Report Out of Closed Session	FYI		1 m
III. Consent Items			7:16 PM
A. Approval of Revised MPS Home Visit Policy	Vote	D.Yilmaz	3 m
IV. Information/Discussion Items			7:19 PM
A. 2021-22 MPS Demographics	Discuss	D.Yilmaz	10 m
B. Academic Department Updates	Discuss	E.Acar	10 m
C. Enrollment Update	Discuss	B.Lopez	10 m
D. Discussion Regarding Governors Proposals for the 2022-23 State Budget and K-12 Education	Discuss	S.Budhraj	15 m
V. Action Items			8:04 PM
A. Approval of Revisions to the 2021-22 School Leaders Pay Raise Scale	Vote	S.Acar	10 m
B. Approval of MPS Comprehensive School Safety Plans	Vote	J.Hernandez	7 m
<ul style="list-style-type: none"> • Magnolia Science Academy - 1 • Magnolia Science Academy - 2 • Magnolia Science Academy - 3 • Magnolia Science Academy - 4 • Magnolia Science Academy - 7 • Magnolia Science Academy - Bell • Magnolia Science Academy - Santa Ana • Magnolia Science Academy - San Diego 			

	Purpose	Presenter	Time
C. Approval of Changes to the School Calendars for Magnolia Science Academies-2, 4, and 6	Vote	D.Yilmaz	10 m
D. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum	Vote	D.Hajmeirza	5 m
E. Approval of Modular-Tech and Zingo Construction for Facility Maintenance and Improvement	Vote	Audit/Facilities Committee	5 m
F. Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- Santa Ana	Vote	M.Sahin	5 m
G. Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- 1	Vote	M.Sahin	5 m
H. Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- 7	Vote	M.Sahin	5 m
I. Review and Approval of Resolution Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus	Vote	A.Rubalcava	10 m
J. Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953	Vote	A.Rubalcava	3 m
VI. Closing Items			9:09 PM
A. Adjourn Meeting	Vote		1 m

Cover Sheet

Approval of Minutes from MPS Regular Board Meeting - January 20, 2022

Section:	I. Opening Items
Item: January 20, 2022	F. Approval of Minutes from MPS Regular Board Meeting -
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on January 20, 2022

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday January 20, 2022 at 6:00 PM

Location

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

Meeting ID: 978 5606 4990 **Passcode:** 021250

One tap mobile: +16699009128,,97856064990# US (San Jose)

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote)

Directors Absent

U. Yapanel

Directors who arrived after the meeting opened

S. Dikbas

I. Opening Items**A. Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jan 20, 2022 at 6:03 PM.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

S. Covarrubias made a motion to approve the agenda as presented.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Absent
U. Yapanel	Absent
S. Covarrubias	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye

D. Public Comments

No public comments were made at this time.

E. Announcements from CEO & Superintendent and Board Members

There were no announcements made from the CEO & Superintendent and Committee Members.

F. Approval of Minutes from MPS Regular Board Meeting - November 18, 2021

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 11-18-21.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
M. Muhammedov	Aye
S. Dikbas	Absent
D. Gonzalez	Aye
S. Covarrubias	Aye

G. Approval of Minutes from MPS Regular Board Meeting - December 2, 2021

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 12-02-21.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
S. Dikbas	Absent
D. Gonzalez	Aye
S. Covarrubias	Aye
U. Yapanel	Absent

H. Approval of Minutes from MPS Regular Board Meeting - December 9, 2021

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 12-09-21.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
S. Dikbas	Absent
S. Covarrubias	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

I. Approval of Minutes from MPS Regular Board Meeting - December 16, 2021

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 12-16-21.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Gonzalez	Aye
U. Yapanel	Absent
M. Muhammedov	Aye
S. Dikbas	Absent
S. Covarrubias	Aye

J. Approval of Minutes from MPS Special Board Meeting - December 21, 2021

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 12-21-21.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Absent
U. Yapanel	Absent
S. Covarrubias	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye

K. Approval of Minutes from MPS Special Board Meeting - January 13, 2022

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 01-13-22.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Absent
U. Yapanel	Absent
S. Covarrubias	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

II. Consent Items

A. Approval of School Accountability Report Cards (SARC) for all MPS

S. Covarrubias made a motion to approve the School Accountability Report Cards (SARC) for all MPS.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Dikbas Absent
S. Covarrubias Aye
U. Yapanel Absent
D. Gonzalez Aye
M. Muhammedov Aye

B. Approval of Revised Certification of Signatures Form for Charter School Funds Distribution Authorization

S. Dikbas arrived at 6:10 PM.

M. Muhammedov made a motion to approve the revised 2021-22 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective January 21, 2022 through June 30, 2022. Signatories will include the CEO & Superintendent, Chief Financial Officer, Chief Operations Officer and MPS Board Members.

S. Covarrubias seconded the motion.

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

Roll Call

M. Muhammedov No
U. Yapanel Absent
S. Covarrubias No
D. Gonzalez No
S. Dikbas No

III. Action Items

A. Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

MPS Board of Directors discussed and reconsidered the circumstances of the State of Emergency related to COVID-19 in which meeting in person can directly impact the ability of the Board and public to meet safely. As such, local officials are still continuing to recommend measures to promote social distancing. Staff addressed questions made by the Board.

S. Dikbas made a motion to adopt the findings relating to the ability of the Board to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

S. Covarrubias seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

U. Yapanel Absent
S. Covarrubias Aye
D. Gonzalez Aye
S. Dikbas Aye
M. Muhammedov Aye

B. Approval of 2021-2022 Employee Handbook

S.Acar, Chief Operations Officer, presented the change to the employee handbook to include the new laws adopted in California which expands the right of

employees to take leave under the California Family Rights Act which became effective January 1, 2022. Board Members questions were addressed by staff. S. Covarrubias made a motion to approve the revisions to the 2021-22 Employee Handbook based on new changes in law. S. Dikbas seconded the motion. The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Absent
D. Gonzalez	Aye

C. Approval of Laboratory Equipment and Science/STEAM Supplies RFP

E.Acar, Chief Academic Officer, presented to Board the opportunity to furnish and equip science classrooms/STEAM classrooms with materials and supplies that were in need. MPS science teachers worked collaboratively to respond to their needs and requests to better provide for the students. RFP's were presented. Discounts were provided by two vendors whom are well established in providing materials and supplies with great discounts. E.Acar, proposed to add the two vendors to the approved vendor list for future cases when the need arises. M. Muhammedov made a motion to approve the vendors School Specialty LLC and Fisher Science Education to be added to the Preferred Vendors list previously approved by the MPS Board to provide materials and goods to all Magnolia Schools.

S. Dikbas seconded the motion. The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
M. Muhammedov	Aye
U. Yapanel	Absent
D. Gonzalez	Aye
S. Covarrubias	Aye

D. Approval of Written Finding Per Executive Order N-3-22

N-3-22 was announced by Governor Newsom on January 11, 2022 which would give temporary staffing flexibility in maintaining in-person services for students despite staffing shortages caused by the rise in COVID-19 cases. S.Acar, Chief Operations Officer, further explained that the written finding letter will be sent to MPS's authorizers and will be made available to the public upon request. M. Muhammedov made a motion to approve the written finding per the Executive Order N-3-22.

S. Covarrubias seconded the motion. The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye

E. Approval of 2020-21 Annual Audit Report

This item was presented to the Finance Committee & Audit/Facilities Committee. S.Budhraj, Chief Financial Officer, presented the 2020-21 annual audit. S.Gustaffsson from Eide Bailly also provided context regarding the audit. Report encompassed financials, number of students in total and per school site, money that was received and spent, instructional minutes, compensation. There were no reconciliations of fund balances. MPS received an unmodified opinion which entailed that the financials were fair and accurate. Entitlement money was spent properly, and there were no federal findings to the report. Internal controls were appropriate and the recommendations made in 2019-20 regarding internal controls was acted upon. Committee members had no questions regarding this item. S. Covarrubias made a motion to approve the annual Independent Audit Report for the fiscal year 2020-21 of the consolidated audit covering all ten (10) schools and the Home Office. S. Dikbas seconded the motion. The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
M. Muhammedov	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
S. Dikbas	Aye

F. Approval of Prop 39 Over-Allocation Cost Payment From Reserve Funds

S.Budhraj, Chief Financial Officer, presented the fees charged by LAUSD in accordance with Prop 39 as it related to facilities. Fees for the year was \$141,185.46 for MSA-3 and \$79,711.60 for MSA-4. MPS is set to make the payment by February 1, 2022 in accordance with LAUSD. D. Gonzalez made a motion to approve and authorize MPS Staff to pay to the LAUSD over-allocation fees in the total amount of \$220,897.06 consisting of \$141,185.46 for MSA-3, and \$79,711.60 for MSA-4, as set forth below. The fees will be paid from each school's long term reserves. M. Muhammedov seconded the motion. The board **VOTED** to approve the motion.

Roll Call

D. Gonzalez	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Absent
S. Dikbas	Aye

G. Approval of Procurement of Antigen Rapid Test Kits for MSA School Sites and Home Office

S.Budhraj, Chief Financial Officer, presented to the Board the current state of school site testing because of the growth of the COVID-19 variant. To accommodate the influx of tests MPS reached out to vendors and identified one that can provide 5,000 test kits to meet the needs of this demand and provide time until schools are given test kits from government agencies. J.Hook, Health & Safety liaison, provided context with the changes made to the Health & Safety Policy in which allows MPS to use antigen tests more frequently. The vendor provides tests that are on the FDA approved lists. Antigen tests are permissible as long as they are FDA approved. This would allow staff to test efficiently and effectively to ensure students are able to return to the classrooms and to ensure the safety of everyone. The Emergency Relief Funds (ESSER) would be used for

this expense. Public comments and Board Members questions were addressed by staff and clarified it is IHEALTH Home COVID-19 Antigen Rapid Tests.

M. Muhammedov made a motion to approve the purchase of 5,000 Antigen Covid - 19 Rapid Test Kits from Aotek Inc at a cost of \$21.00 per box, each box containing 2 kits. After careful evaluation of multiple vendors, staff has determined that these kits provide the best option for tests at the most affordable price. The total cost includes 5,000 test kits, sales tax and delivery fees. These supplies are critical given the current Covid-19 omnivariant and the need to protect all staff, students and others.

S. Dikbas seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye

H. Approval of Adoption of State Disability Insurance (SDI) Account for MSA-1

S. Budhraj, Chief Financial Officer, presented the resolution to approve the State Disability Insurance (SDI) account for MSA-1. Back during the schools inception it was created under a different program. MPS Finance team identified that MSA-1 had a different set-up from other MSA schools. To comply with the California Employment Development guidelines, the resolution would ensure to bring MSA-1 in accordance with all other MSA school sites. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve the establishment of a State Disability Insurance (SDI) account for MSA-1 transitioning from the school's private tax-rated account to School Employee Fund (SEF) as advised by the California Employment Development Department (EDD).

S. Dikbas seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Absent
D. Gonzalez	Aye
S. Dikbas	Aye

IV. 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 6:46 PM.

Respectfully Submitted,
S. Covarrubias

Cover Sheet

Approval of Revised MPS Home Visit Policy

Section:	III. Consent Items
Item:	A. Approval of Revised MPS Home Visit Policy
Purpose:	Vote
Submitted by:	
Related Material:	Approval of Revised MPS Home Visit Policy.pdf



Board Agenda Item	III A: Consent Item
Date:	February 10, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Revised MPS Home Visit Policy

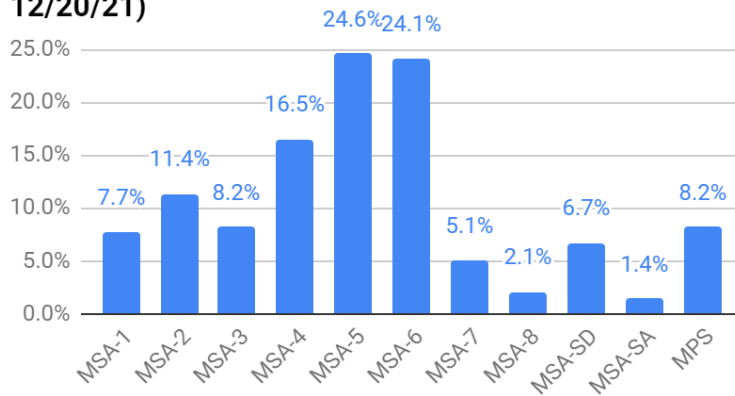
Proposed Board Recommendation

I move that the Board approve the revised Magnolia Public Schools Home Visit Policy.

Background

Home Visit is a signature MPS program that is consistently implemented by our teachers, school leaders, and staff across MPS. Each school sets a desired target in their LCAP for home visits, such as 25% of students will be visited at their home and checks progress during the year. For the 2021-22 school year, MPS is *partially* on target for home visits due to COVID-19 health and safety concerns which create challenges for in-person home visits. The practice of “virtual home visits” makes it possible for our staff to connect with our students and their families on a personal basis during the pandemic. MPS continues to encourage and monitor home visits done in-person and virtually. The following table and figure show the number of home visits made (in-person and virtual combined) and percentage of students home visited by each school in 2021-22. As of December 20, 2021, MPS staff have made **280 home visits** (135 in-person and 145 virtual), reaching 301 students that makes **8.2%** of our student body.

2021-22 Percentage of Students Home Visited (Updt. 12/20/21)



	2020-21:	2021-22:	12/20/21:	12/20/21:				
	Baseline (Locally Reported)	Target	Current Enrollment	# of Home Visits Made	# of Students Home Visited	Percentage	Exceeded Target by	On Target?
MSA-1	9.0%	25.0%	739	57	57	7.7%	-17.3%	P ▼
MSA-2	22.1%	25.0%	502	53	57	11.4%	-13.6%	P ▼
MSA-3	10.9%	18.0%	403	33	33	8.2%	-9.8%	P ▼
MSA-4	45.0%	25.0%	109	17	18	16.5%	-8.5%	Y ▼
MSA-5	11.4%	30.0%	240	47	59	24.6%	-5.4%	Y ▼
MSA-6	26.1%	25.0%	83	18	20	24.1%	-0.9%	Y ▼
MSA-7	13.7%	25.0%	275	14	14	5.1%	-19.9%	P ▼
MSA-8	18.7%	25.0%	388	8	8	2.1%	-22.9%	N ▼
MSA-SD	5.1%	15.0%	417	28	28	6.7%	-8.3%	P ▼
MSA-SA	8.7%	25.0%	510	5	7	1.4%	-23.6%	N ▼
MPS	13.6%	25.0%	3,666	280	301	8.2%	-16.8%	P ▼

Amendments to the Home Visit Policy:

Past Amendments:

MPS adopted its Home Visit Policy on 10/9/14 and amended it on the following dates:

Date of Amendment:	Amendments:
1/21/16	<ul style="list-style-type: none"> <u>Compensation</u>: Compensation for in-person home visits was added.
6/11/20	<ul style="list-style-type: none"> <u>Compensation</u>: Compensation was clarified for the three different groups of employees: teachers and non-classroom based academic positions, school leaders, and classified staff. The reason for the change was the need to be consistent with the classified staff's hourly rates, to ensure required pre-approval for any overtime, and to afford more home visits within the school's home visit budget.
11/12/20	<ul style="list-style-type: none"> <u>Virtual Home Visits</u>: The main change to the policy is the addition of virtual home visits; Virtual Home Visit Procedures and Etiquette section was added. <u>Compensation</u>: The compensation of \$25 per virtual home visit was added for the 2020-21 FY, to be revisited for the 2021-22 FY.

	<ul style="list-style-type: none"> • <u>Hours</u>: The statement that home visits by the teachers and non-classroom-based academic positions are to be done after work hours unless pre-approved by the principal was added. • <u>Number of staff</u>: The number of staff members to be compensated per visit was clarified. • <u>Pre-approval</u>: It was clarified that all home visit types and locations (in-person in the student’s home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.
9/9/21	<ul style="list-style-type: none"> • <u>Virtual Home Visits</u>: The only change was the approval of compensation for virtual home visits for the 2021-22 FY, to be revisited for the 2022-23 FY.

Proposed Amendments:

The only change proposed to the policy is the approval of compensation for school leaders (principals, APs, and deans). The compensation will be the same amount as paid to the teachers and non-classroom-based academic positions.

Current Language	Proposed Language
<ul style="list-style-type: none"> ▪ Teachers and non-classroom-based academic positions: <ul style="list-style-type: none"> ○ \$50 per home visit made in person. ○ \$25 for virtual home visits¹ ○ Home visits are to be done after work hours unless pre-approved by the principal. ▪ School leaders (principals, APs, and deans): <ul style="list-style-type: none"> ○ No compensation. 	<ul style="list-style-type: none"> ▪ Teachers, non-classroom-based academic positions, and school leaders (principals, APs, and deans): <ul style="list-style-type: none"> ○ \$50 per home visit made in person. ○ \$25 for virtual home visits² ○ Home visits are to be done after work hours unless pre-approved by the principal.

Please find attached the updated policy.

¹ Compensation for virtual home visits has been approved for the following fiscal years: 2020-21 and 2021-22. (To be revisited for the 2022-23 FY.)

Budget Implications

N/A because the schools already determined their home visit allocations in their approved budgets.

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

This action is recommended by the school leaders and the Home Office teams. We expect that the number of home visits will increase with the continued compensation.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Student Policies - MPS Home Visit Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) HOME VISIT POLICY

I. Introduction

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Additionally, among one of the most critical factors to supporting resilience in children is close relationships with competent caregivers or other caring adults. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter children. Recognizing these facts, MPS uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

II. Why Home Visits?

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles and their environment outside of the traditional school setting. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

Family Involvement:

Research clearly shows that school programs, that emphasize family involvement and relate well to their community, have students who outperform those in schools lacking these qualities. Not only do students flourish, but also the schools are strengthened when families seize an active interest in their children's education. The results include (a) improved academic achievement, (b) better attendance, improved behavior, (c) higher quality of education, and (d) safe and disciplined learning environment.

Research by the Southwest Educational Developmental Laboratory found a positive and convincing relationship between family and community involvement and benefits to students, including academic achievement. Studies concluded that students with involved parents, no matter what income level or background, are more likely to have success in school.¹

For most students, home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

Personal Connections:

¹ Source: <http://www.sedl.org/connections/resources/evidence.pdf>

Key to a child's school success are the relationships established between the teacher and student, and the teacher and the student's family. Family visits offer a good way to develop these relationships on safe, "home" territory. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school (Epstein 1998; Heath, 1983; Moll, Amanti, Neff, & González, 1992). Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful ways can have huge rewards in helping to construct happier, healthier, and smarter kids.²

Proactive or Remedial?

MPS aims to be proactive in terms of prevention and teaching appropriate behavior by means of character education and college counseling classes and the active participation of teachers by setting up role models for the students and by effective communication through home visits.

As the famous saying goes, a good start leads to a great finish. The most important time of the academic year for the students is the beginning which mostly determines the end of year results. A home visit in the beginning of the year will help students succeed.

Home visits also ease teachers' job substantially. Investing time visiting homes of prospective or new students results in saving a lot of time throughout the year which would otherwise be spent on fixing problems and a healthy, stress-free academic year. Teachers can focus on raising the quality of their education instead of trying to minimize problems and maintain a healthy personal life.

III. Home Visit Specifics

Which students?

MPS aims to visit not only low-achieving students but all our students because every student benefits from home visits. Often, home visits reveal new ways or opportunities that school can offer to a high-achieving student in order for him/her to thrive more. Visit preferences in the case of limited resources (staff, time, etc.) will be given in the following order (some students may fall into multiple categories):

- New students
- Low-achieving students
- Seniors (for college guidance)
- Student Groups: Foster Youth (FY), Students With Disabilities (SWD), English Learners (EL), Low Income/Socioeconomically Disadvantaged (SED), Children/Youth Experiencing Homelessness
- All other students

Some parents may reject home visits due to their home condition or other reasons. For such parents/guardians, MPS will arrange other ways of communication, including but not limited to, inviting the parent/guardian to school or meeting at a public place.

² Source: <http://crede.berkeley.edu/research/pdd/pb1.shtml>

How often?

Students may be visited once a year or more, depending on circumstances. Each MPS school site will set annual percentage targets for home visits, depending on their resources.

Scheduling

Scheduling can be done in person, through phone, email, mail, or other means. Usually parent orientation meetings, back to school nights, parent-teacher conferences, and other parent involvement activities provide opportunities to schedule home visits in person.

Who Can Do a Home Visit?

Teacher, administrator, counselor, education specialist, nurse, attendance liaison, parent liaison, outreach consultant, and any MPS staff person informed of the home visit policy and procedures.

Principal's Approval

All home visit types and locations (in-person in the student's home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.

Compensation

Visits will be compensated until the school budget for home visits has been exhausted. Typical home visit compensation capacity is two staff members per visit, not to exceed three persons unless pre-approved by the principal.

Each staff member will be compensated as follows:

- Teachers, non-classroom-based academic positions, and school leaders (principals, APs, and deans):
 - \$50 per home visit made in person.
 - \$25 for virtual home visits³
 - Home visits are to be done after work hours unless pre-approved by the principal.
- Classified staff:
 - Paid based on their hourly rates; all visits must be pre-approved by the principal.
 - Classified staff should do home visits during their work hours; visits done after hours and any overtime payment must be pre-approved by the principal before the visit is done.

Employees will be reimbursed for mileage driven to and from the home from their school location. All visits, including follow-up visits, will be compensated. A Home Visit Form needs to be completed and submitted by the staff member(s) in order to receive compensation. Compensation will be paid on the next paycheck following the home visit. Mileage must be submitted in the SchoolAbility system and will be paid on the next paycheck following approval.

³ Compensation for virtual home visits has been approved for the following fiscal years: 2020-21 and 2021-22. (To be revisited for the 2022-23 FY.)

IV. **Home Visit Procedures**

➤ **Before the Visit:**

Parent/Guardian Notification

- Contact family a week to 10 days in advance of the visit and follow up with a phone call.
- Convey purpose of the visit.
- Time options and days should be available to best meet the needs of individual parents.
- Home visits must occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Plan your route to visit and know your destination.
- Leave schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Take necessary records, forms, paperwork, and informational material with you. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.
- Schedule to be on time.

➤ **Arrival:**

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.

➤ **During the Visit**

- A parent or guardian must be present, and the employee should never be left alone with the student or any other minors.
- Review purpose of visit; allow family input.

- Keep good eye contact, sit near the parent, look at and relate to them, talk to child(ren).
 - Get to know the family. Ask open ended questions that are school appropriate such as “Tell me about your child. What does he/she like best about school? Do you have any concerns?” to elicit feedback from parents regarding student’s interests, concerns, and progress in program and at home.
 - Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
 - Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
 - Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
 - Establish goals.
 - Share school rules and expectations to encourage consistency between home and school.
 - Share resources; answer questions.
 - Provide information about future school activities and events and parental involvement opportunities.
 - Employees should not accept money or other gifts from families in exchange for the home visit.
- **Concluding the Visit**
- Summarize visit.
 - Discuss next steps.
 - If applicable, discuss date and plans for the next visit.
 - Provide business cards, contact information. Make yourself available for follow-up and future contact.
 - Make closing remarks, shake hands, thank, and say goodbye.
 - Keep visit to a reasonable amount of time. (30-60 minutes; no more than 1 hour.)
- **After the Visit**
- Document visit (see Appendix A: Home Visit Form.)
 - Evaluate visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
 - Follow through on referrals, action items, etc.

V. **Home Visit Etiquette**

➤ **“DO”s and “DON’T”s:**

DO

- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt to your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.
- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- Report follow all mandated reporter duties.

DON’T

- Impose values.
- Bring visitors without the parent’s permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- Be the center of attention.
- Expect perfection from the parent.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- Accept gifts or money from the family.

➤ **Safety Tips:**

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness.

- Limit bringing personal belongings during the home visit as you may accidentally leave something behind.
- valuables or money on your person when visiting students' homes; leave purse in your trunk.
- Carry necessary phone, keys, and driver license on person. Lock vehicle when traveling and when you return to it after a visit. Check inside and under your vehicle before entering it.
- If a situation arises where you do not feel safe or comfortable, remove yourself from dangerous situations and trust your instincts.
- Travel in pairs when possible.
- Survey the neighborhood.
- Identify safe areas (i.e., restaurants, telephones, restrooms, police stations.)
- Consider a neutral meeting location if visit cannot be made safely at home (i.e., library, conference rooms, restaurants.) The principal must pre-approve the location.
- Ask family members to come out to meet you if you are not familiar with the area.
- Stay alert. Carefully consider your safety before entering a home.
- Communicate your comfort level around any pets that may be present in the home.
- Keep emergency supplies in car, include all-weather gear.
- Staff shall carry a cell phone on all home visits. Cell phones shall be set to vibrate and shall not be answered during a visit unless it is an emergency.

VI. Virtual Home Visits

MPS asks that home visits occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) If an in-person visit is not possible, safe, or convenient, the home visit may be conducted virtually. A virtual home visit is a scheduled video call between a teacher and a student's family, from the teacher's home or classroom to the family's home (duration varies but expect 20-30 minutes.) Virtual home visits are proactive, intentional re-engagement of families. Virtual home visits help teachers establish trusting relationships with students and families, even when they cannot meet face-to-face. MPS recommends that virtual home visits take place during the first grading period of the school year, with recommended follow-up at least once per semester depending on the needs of the student and family.

VII. Virtual Home Visit Procedures

➤ Before the Visit:

Parent/Guardian Notification

- Traditional home visit procedures apply, including scheduling a home visit by contacting the family with ample notice and explaining what the purpose of the home visit is and how long it will take. Request for student to be present during the time of the virtual home visit.
- In addition, share a google invite including the Zoom link or Google Hangouts option (or another online platform approved by the school), extend the invitation to any family members in the home or who support with the student's education during distance learning.
- Email the family the parent handout(s) and activity page prior to the visit so they can prepare. Encourage families to gather necessary materials to complete the activity before the visit.
- Virtual home visits must occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Communicate schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Have necessary records, forms, paperwork, and informational material with you as soft copies if available. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.

➤ Beginning the Virtual Home Visit:

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.
- Identify parent's internet capabilities and test bandwidth speed. Have a backup plan in case there is a glitch that cannot be remedied within the meeting.
- Prepare parent with procedures if/when technology problems occur. Prompt the parent to turn off all unnecessary programs to save bandwidth and reduce the chance of a system crash.
- Partner with the parent to identify a quiet place for the visit. Recommend that parents turn off TVs, radios, other auditory/visual distractions.

➤ **During the Visit**

- A parent or guardian must be present.
- Review purpose of visit; allow family input.
- Keep good eye contact, sit near the parent, look at and relate to them with virtual cues, talk to child(ren).
- Get to know the family. Ask open ended questions that are school appropriate such as “Tell me about your child. What does he/she like best about school? Do you have any concerns?” to elicit feedback from parents regarding student’s interests, concerns, and progress in program and at home.
- Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
- Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
- Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
- Establish goals.
- Share school rules and expectations to encourage consistency between home and school.
- Share resources; answer questions.
- Provide information about future school activities and events and parental involvement opportunities.
- Employees should not accept money or other gifts from families in exchange for the home visit.

➤ **Concluding the Visit**

- Summarize visit.
- Discuss next steps.
- If applicable, discuss date and plans for the next visit.
- Provide contact information. Make yourself available for follow-up and future contact.
- Make closing remarks.
- Keep visit to a reasonable amount of time. (20-25 minutes; no more than 30 minutes.)

➤ **After the Visit**

- Document visit by using Zoom/online platform participants list and the Home Visit Form.
- Evaluate visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
- Follow through on referrals, action items, etc.

VIII. Virtual Home Visit Etiquette➤ **“DO”s and “DON’T”s:****DO**

- Be early or on time.
- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt to your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.
- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- Report follow all mandated reporter duties.

DON’T

- Impose values.
- Bring visitors without the parent’s permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- Be the center of attention.
- Expect perfection from the parent.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- Accept gifts or money from the family.

➤ **Safety Tips:**

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness.

- Review safeguards for Zoom or the online platform that will be used during the meeting.
- If possible, include access for a facilitator to help with the meeting and monitor chat or other requests.

IX. Reporting

Incident/Injury Reporting

Employees who are injured during a home visit must report the injury to MPS as soon as possible and prepare an incident report. Employee who become aware of parent or student complaints in a home visit must refer the complaint to their immediate supervisor. Employees are responsible for the personal belonging brought to a home visit and are discouraged from bringing non-MPS property or devices such as laptops.

Mandated Reporting

Employees who know or reasonably suspect child abuse or neglect during a home visit must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The known or suspected child abuse must also be reported to MPS in a written statement.

APPENDIX A: HOME VISIT FORM

Person(s) making the home visit: School: _____ Date of Visit: _____

Name: _____ Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Principal's approval: Signature: _____ Check if the visit was virtual: Virtual HV

Student:

Name: _____ Date of Birth: _____ Grade: _____

Check all that apply: New Senior Groups: FY SWD EL SED Homeless

Notes:

- How is the family's experience about the student's social, emotional, and academic growth? What questions, concerns or suggestions does the family have?

- What school resources did I present to the parents? (Tutoring/clubs, homework assistance, etc.)

- Additional information and/or follow-up needed:

Cover Sheet

2021-22 MPS Demographics

Section:	IV. Information/Discussion Items
Item:	A. 2021-22 MPS Demographics
Purpose:	Discuss
Submitted by:	
Related Material:	2021-22 MPS Demographics.pdf



CALPADS FALL 1

February 10, 2022

Lydiett Woods and Jennifer Hook

CALPADS FALL 1 DATA

- Magnolia's certified Fall 1 data in December 2021.
- Fall 1 reports capture student data elements and enrollments on a specific date annually.
 - **Census Day:** 1st Wednesday each October
- Prior to certification each school leader overseeing the specific data elements review corresponding reports and provide approval signatures.

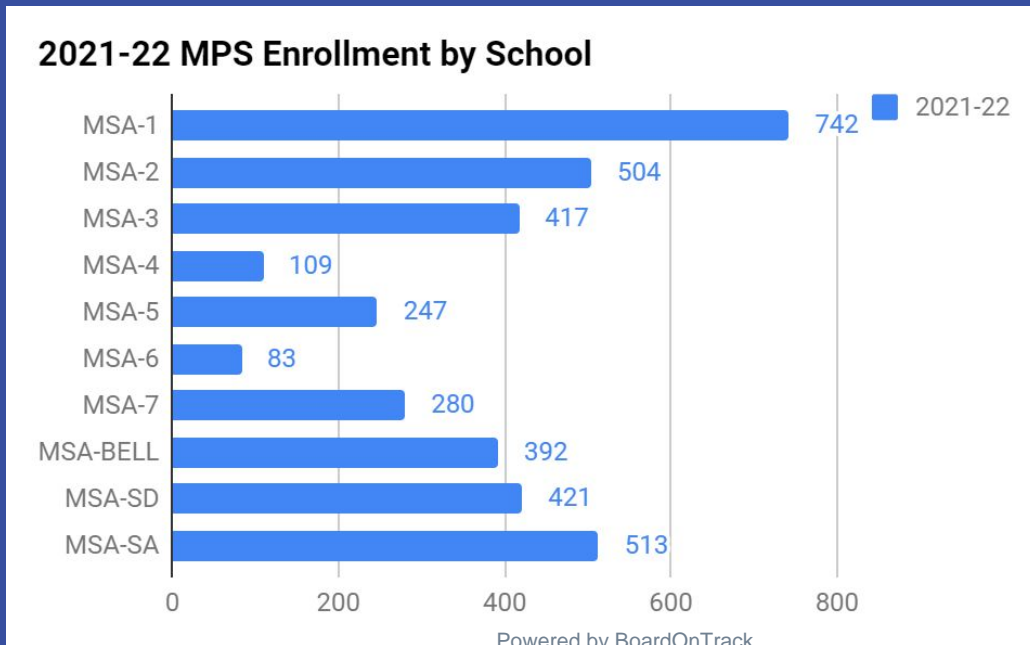
October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

CALPADS Submission	Census Day	Primary Data Submitted																																																								
<p>Fall 1: Requires SELPA approval.</p> <p>All our MSA's were SELPA approved this month and prior to the State Deadline of 01//28/2022.</p>	<p><i>ONLY students enrolled on census day are captured in the data counts.</i></p> <table border="1" data-bbox="426 525 832 834"> <thead> <tr> <th colspan="7">October 2021</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	October 2021							S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>2021-2022 (Census Day):</p> <ul style="list-style-type: none"> • Enrollment counts • English language acquisition status • Immigrant Counts • Free/reduced-price meal-eligibility • Special Education <p>2020-21:</p> <ul style="list-style-type: none"> • Dropouts
October 2021																																																										
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Census Day Enrollments

MPS Wide Enrollments: 3,708

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Powered by BoardOnTrack

MPS Enrollment by School Comparison

2021-2022

MPS	ENROLLMENTS CENSUS DAY 10/06/2021
MSA-Bell	392
MSA-San Diego	421
MSA-Santa Ana	513
MSA-1	742
MSA-2	504
MSA-3	417
MSA-4	109
MSA-5	247
MSA-6	83
MSA-7	280
GRAND TOTAL	<u>3708</u>

2020-2021

MPS	ENROLLMENTS CENSUS DAY 10/08/2020
MSA-Bell	440
MSA-San Diego	441
MSA-Santa Ana	543
MSA-1	717
MSA-2	464
MSA-3	417
MSA-4	100
MSA-5	290
MSA-6	163
MSA-7	294
GRAND TOTAL	<u>3869</u>

- * Increased
- * Decreased
- * Same as last SY

Correlation between school moves or families leaving the area and decreased enrollment.

MPS Historical Enrollment by School

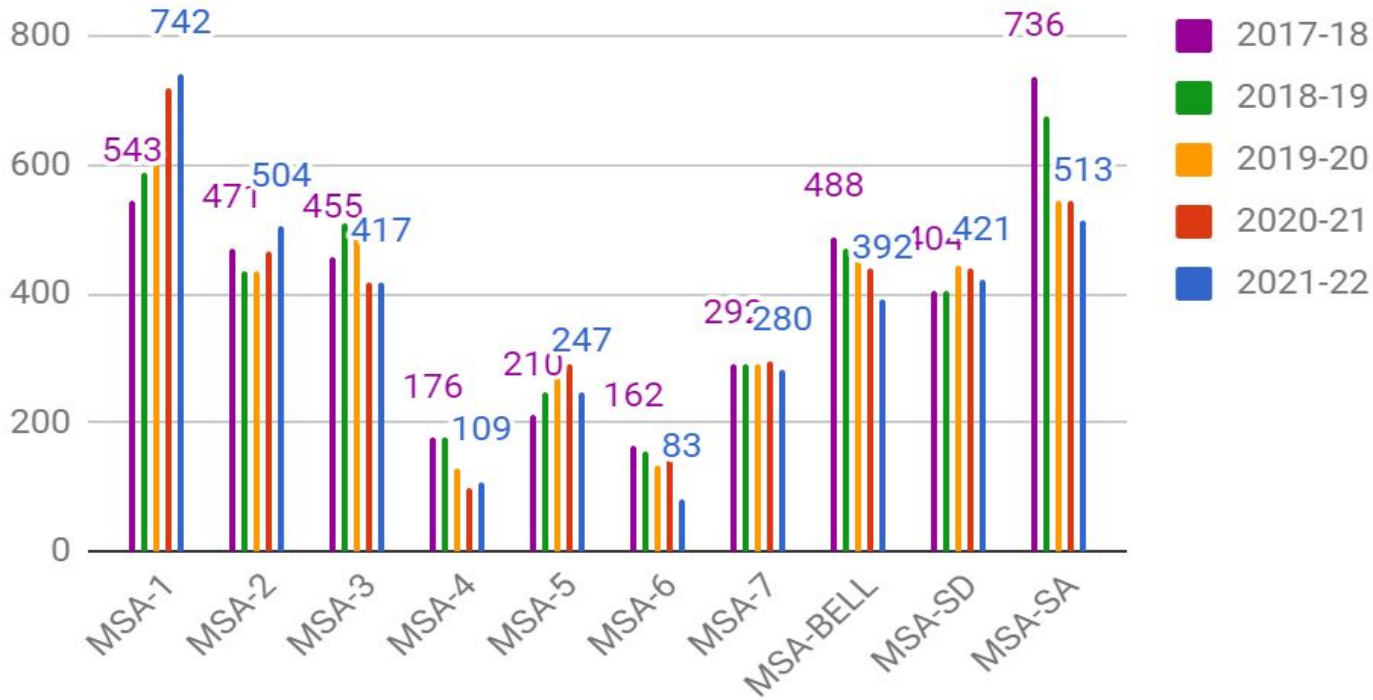
- We saw enrollment increased at MSA 1, 2 and MSA 4
- MSA-3 enrollment numbers were the same as 2020-21

2021-2022		2020-2021		ANALYSIS	
MPS SITE	Census Day Enrollment (10/6/2021)	MPS SITE	Census Day Enrollment (10/7/2020)	MPS SITE	Differences
MSA-1	742	MSA-1	717	MSA-1	25
MSA-2	504	MSA-2	464	MSA-2	40
MSA-3	417	MSA-3	417	MSA-3	0
MSA-4	109	MSA-4	100	MSA-4	9
MSA-5	247	MSA-5	290	MSA-5	-43
MSA-6	83	MSA-6	163	MSA-6	-80
MSA-7	280	MSA-7	294	MSA-7	-14
MSA-BELL	392	MSA-BELL	440	MSA-BELL	-48
MSA-SD	421	MSA-SD	441	MSA-SD	-20
MSA-SA	513	MSA-SA	543	MSA-SA	-30
TOTAL	3,708	TOTAL	3,869	TOTAL	-161

- **Both MSA-5 and MSA-6** saw enrollment decrease due to campus move.
- **MSA-SA and MSA -7** saw an increase in families leaving their area.
- **MSA-Bell** saw families leave their area or opt for virtual learning.
- **MSA-SD** saw families leave CA or kept 6th graders at current elementary schools.

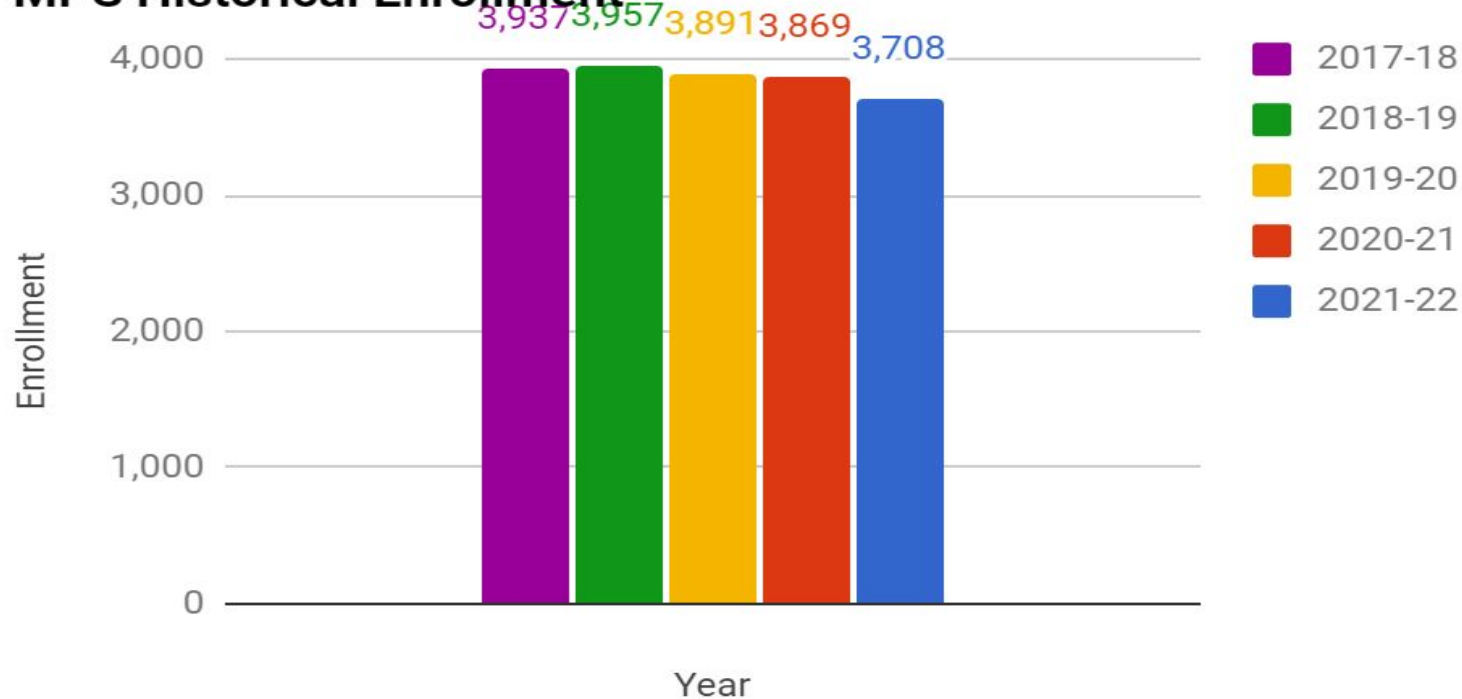
CALPADS Census Day (10/6/2021)

MPS Historical Enrollment by School



CALPADS Census Day (10/6/2021)

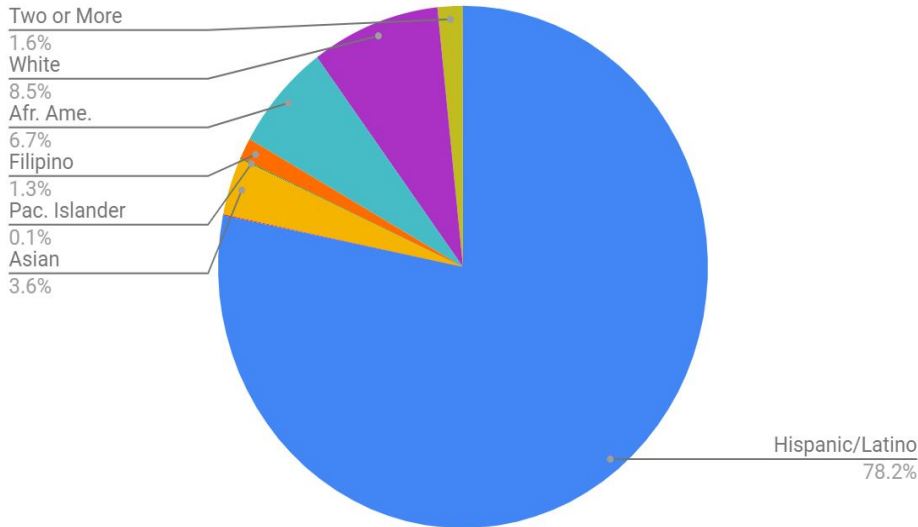
MPS Historical Enrollment



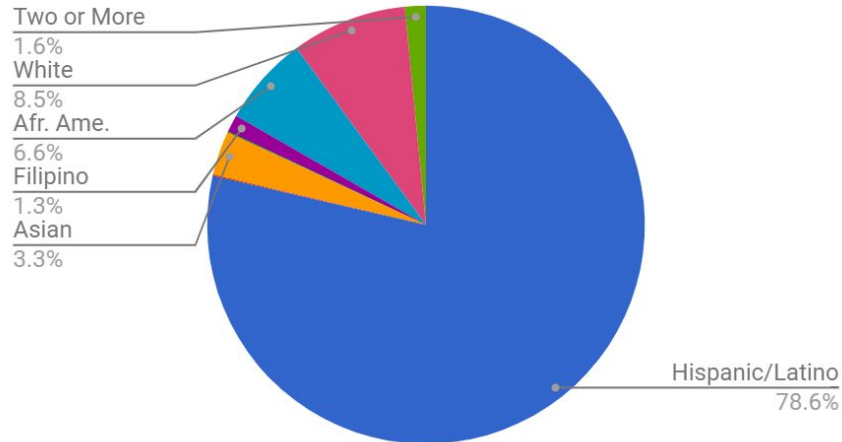
MPS Historical Enrollment by Ethnicity

- Hispanic students continue to be our highest demographic, followed by White, African American, Asian, Pacific Islander and bi-racial students.

2021-22 MPS Enrollment by Ethnicity

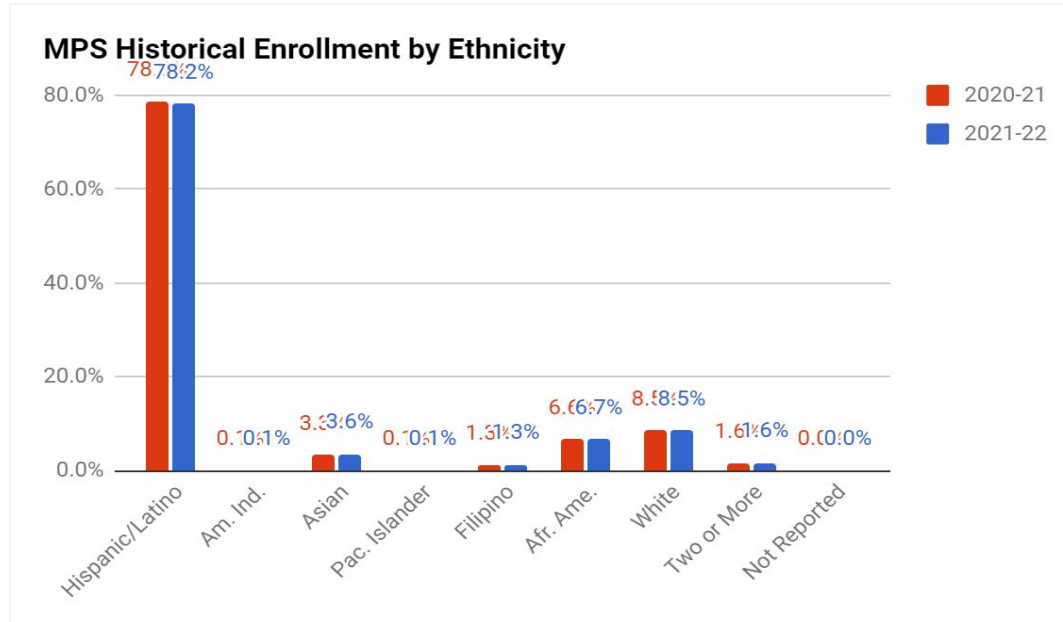


2020-21 MPS Enrollment by Ethnicity



MPS Historical Enrollment by Ethnicity

- Hispanic students continue to be our highest demographic, followed by White, African American, Asian, Pacific Islander and bi-racial students.



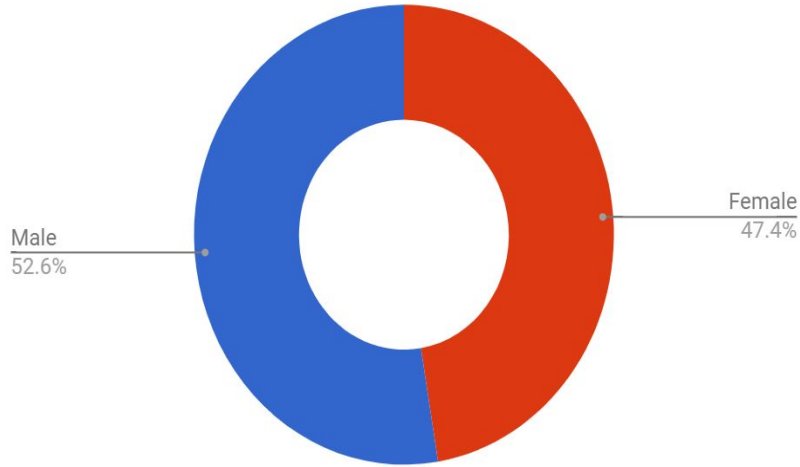
MPS Historical Enrollment by Ethnicity

- MSA-6, 1 and MSA-Bell have a 90% or more Hispanic student population
- MSA-3 in Carson has an over 35% African American population.
- MSA-SD has over a third Hispanic students and White students.

2021-22 Enrollment by Ethnicity (Percents)									
	Hispanic /Latino	Am. Ind.	Asian	Pac. Islander	Filipino	Afr. Ame.	White	Two or More	Not Reported
MSA-6	92.80%	0.00%	0.00%	0.00%	0.00%	7.20%	0.00%	0.00%	0.00%
MSA-1	90.80%	0.00%	3.40%	0.00%	1.80%	0.50%	3.10%	0.30%	0.10%
MSA-BELL	90.30%	0.00%	1.30%	0.00%	0.00%	0.00%	8.40%	0.00%	0.00%
MSA-2	89.10%	0.00%	4.00%	0.00%	0.60%	2.00%	4.00%	0.40%	0.00%
MSA-5	88.30%	0.00%	3.20%	0.00%	1.60%	0.40%	5.30%	1.20%	0.00%
MSA-SA	87.70%	0.20%	2.50%	0.00%	0.00%	2.90%	6.00%	0.60%	0.00%
MSA-4	86.20%	0.00%	1.80%	0.00%	0.00%	9.20%	1.80%	0.90%	0.00%
MSA-7	66.10%	0.00%	5.70%	0.40%	5.70%	7.10%	13.90%	1.10%	0.00%
MSA-3	59.20%	0.00%	0.50%	0.20%	0.20%	35.50%	2.40%	1.90%	0.00%
MSA-SD	35.90%	0.20%	9.70%	0.00%	2.60%	8.10%	34.20%	9.30%	0.00%

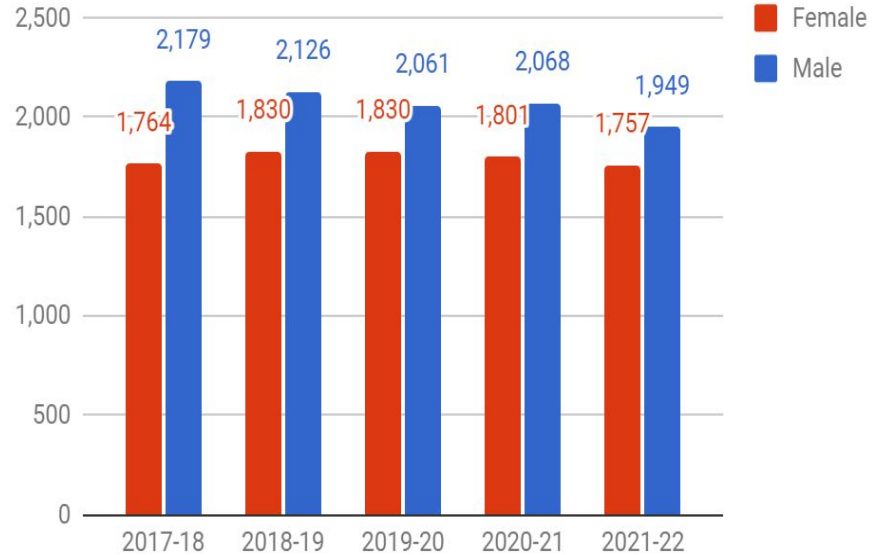
MPS Enrollment by Gender

2021-22 MPS Enrollment by Gender



2020-2021
Male 53.5%
Female 46.5%

MPS Historical Enrollment by Gender



MPS Enrollment by Gender

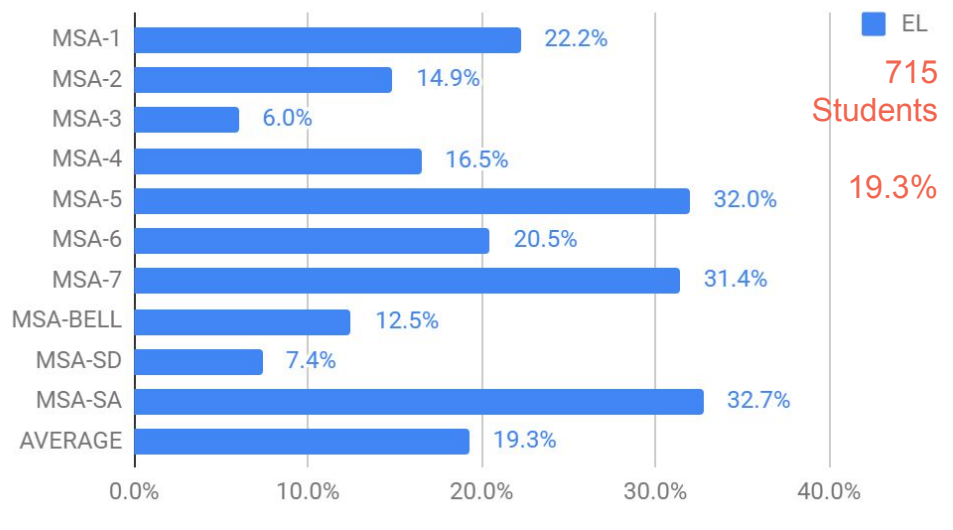
- The female % increased slightly MPS wide compared to prior years average.
- The male % decreased slightly MPS wide, compared to the prior school years.
- MSA-7 and MSA-SA had higher female to male student enrollments.

MPS Historical Enrollment by Gender					
Year	Enrollment	Female	Male	Female %	Male %
2021-22	3,706	1,757	1,949	47.40%	52.60%
2020-21	3,869	1,801	2,068	46.50%	53.50%
2019-20	3,891	1,830	2,061	47.00%	53.00%
2018-19	3,956	1,830	2,126	46.30%	53.70%
2017-18	3,943	1,764	2,179	44.70%	55.30%
<u>AVERAGE</u>	<u>3,873</u>	<u>1,796</u>	<u>2,077</u>	<u>46.40%</u>	<u>53.60%</u>

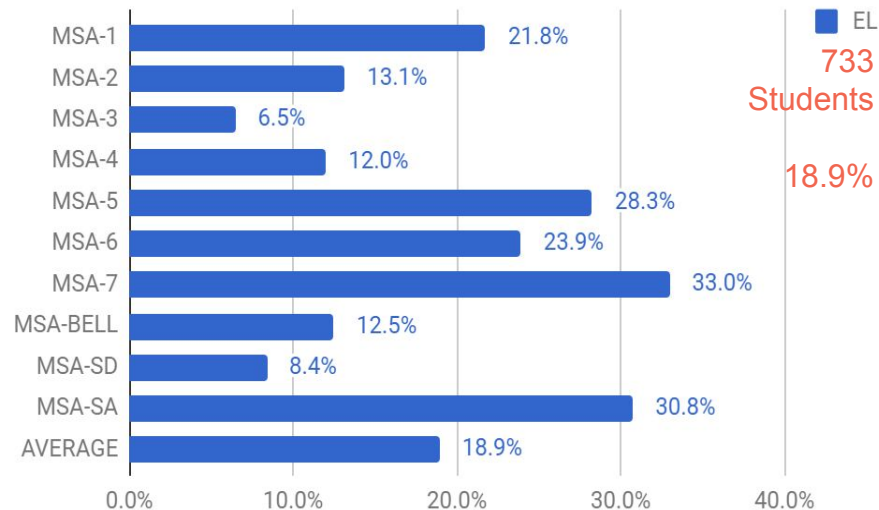
MPS Historical Enrollment by Gender						
	2020-21		2021-22		INCREASE ANALYSIS	
	Female	Male	Female	Male	% Female	% Male
MSA-1	346	371	357	385	1.03	1.04
MSA-2	194	270	229	274	1.18	1.01
MSA-3	193	223	206	211	1.07	0.95
MSA-4	36	64	51	58	1.42	0.91
MSA-5	130	160	105	142	0.81	0.89
MSA-6	82	81	36	47	0.44	0.58
MSA-7	148	146	144	136	0.97	0.93
MSA-BELL	221	219	186	206	0.84	0.94
MSA-SA	270	274	258	255	0.96	0.93
MSA-SD	181	260	185	235	1.02	0.90
TOTALS	<u>1,801</u>	<u>2,068</u>	<u>1,757</u>	<u>1,949</u>	<u>0.98</u>	<u>0.94</u>

MPS EL Student Rates

2021-22 MPS English Learner Rate by School



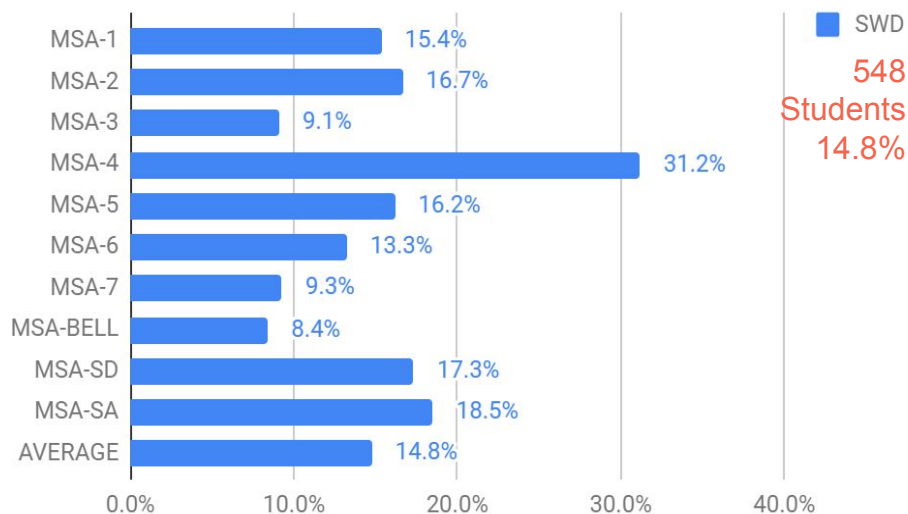
2020-21 MPS English Learner Rate by School



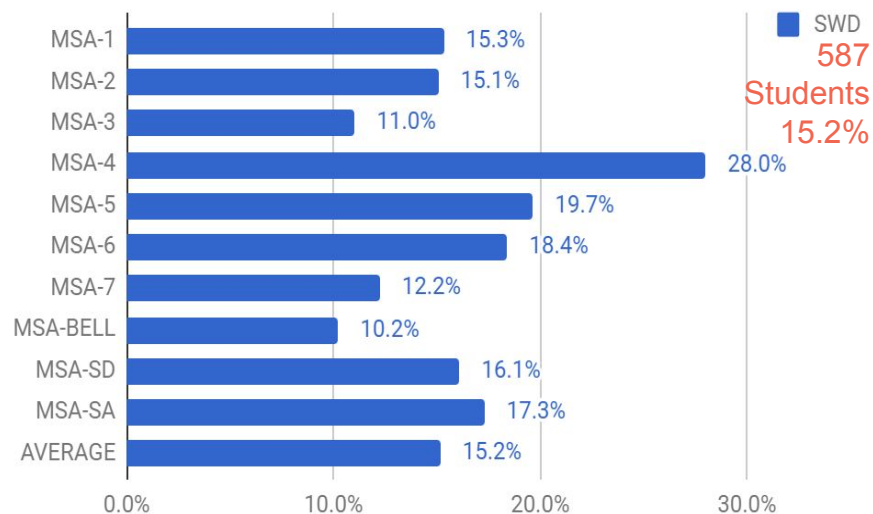
MPS Students with Disabilities

- Decreases seen for MSA Bell, 3, 5, 6, 7.
- Slight increases at MSA-2, SD, SA, and MSA-4 had the highest increase.

2021-22 MPS Students with Disabilities Rate by School



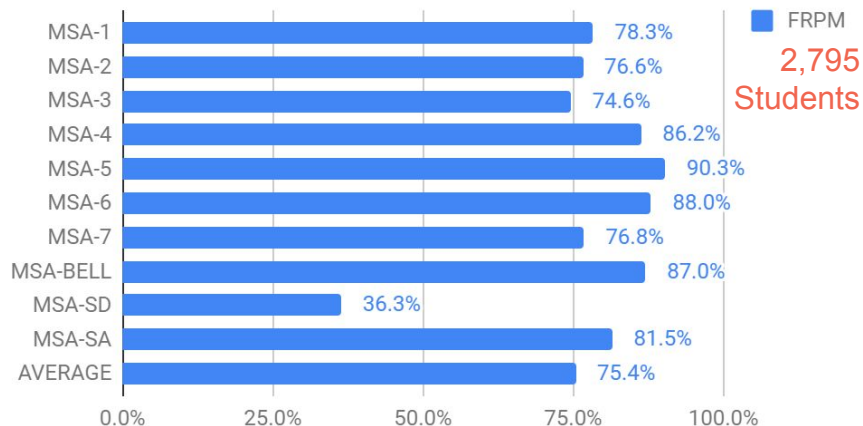
2020-21 MPS Students with Disabilities Rate by School



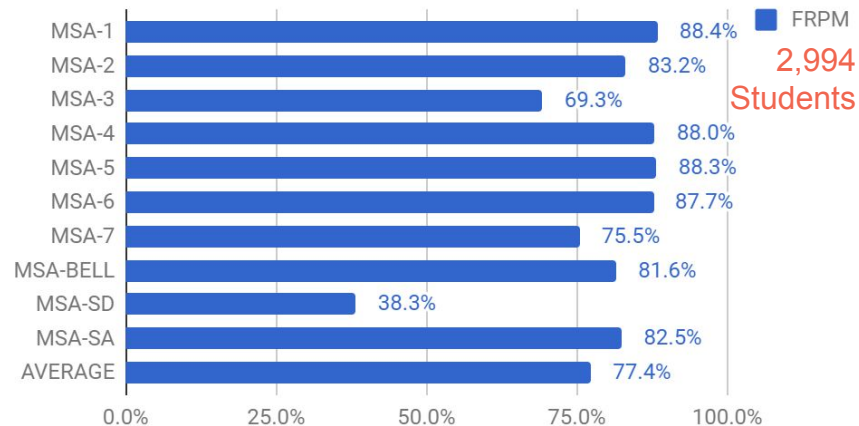
MPS Free/Reduced Rates

- **Decrease in FRPM rates for MSA-1 and MSA-2 were due to:**
 - More families at MSA-1 declined benefits earning above the rate for eligibility for free or reduced meals.
 - MSA-SD saw over a dozen families no longer eligible for FRMP.

2021-22 MPS Free & Reduced Price Meals (FRPM) Rate by School



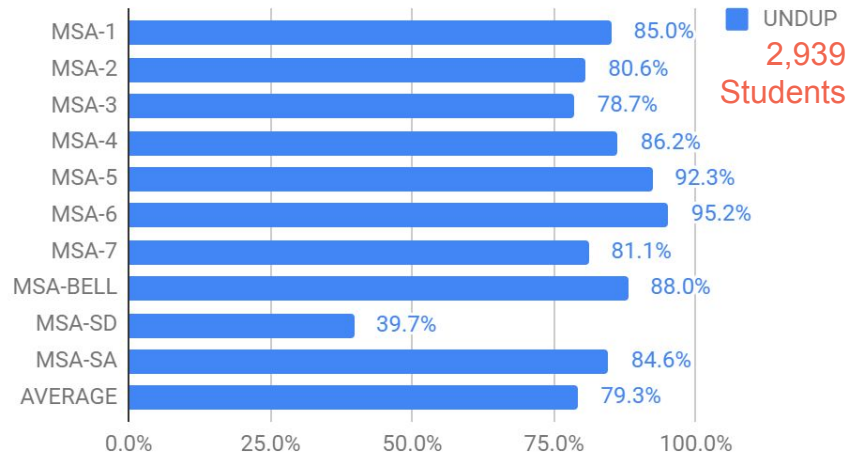
2020-21 MPS Free & Reduced Price Meals (FRPM) Rate by School



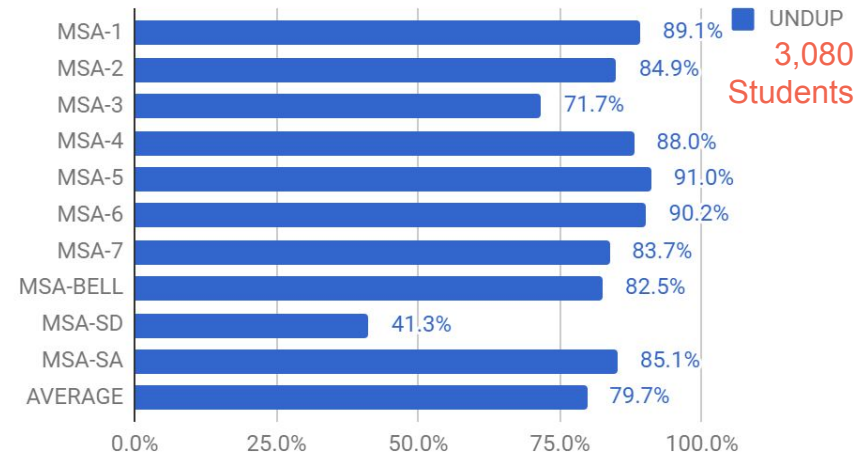
MPS Unduplicated Pupil Counts

- Unduplicated count of pupils meet at least one of the following and is only counted once.
 - (1) are English learners
 - (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program
 - (3) are foster youth

2021-22 MPS Unduplicated Pupil Rate by School



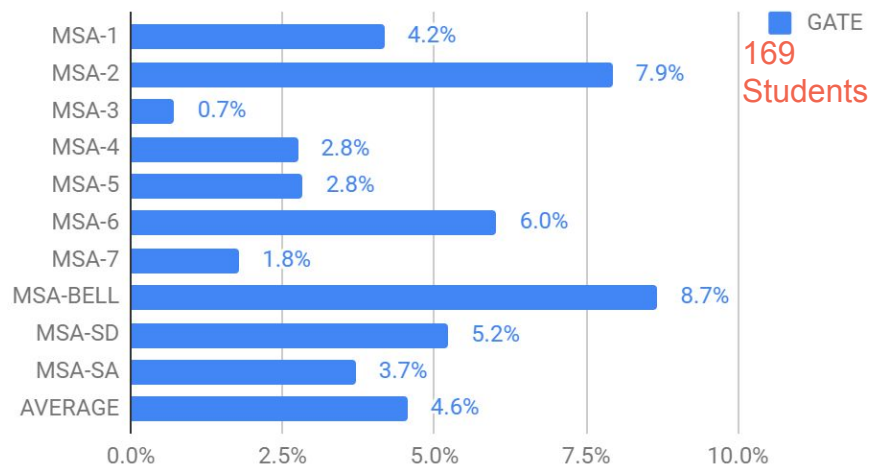
2020-21 MPS Unduplicated Pupil Rate by School



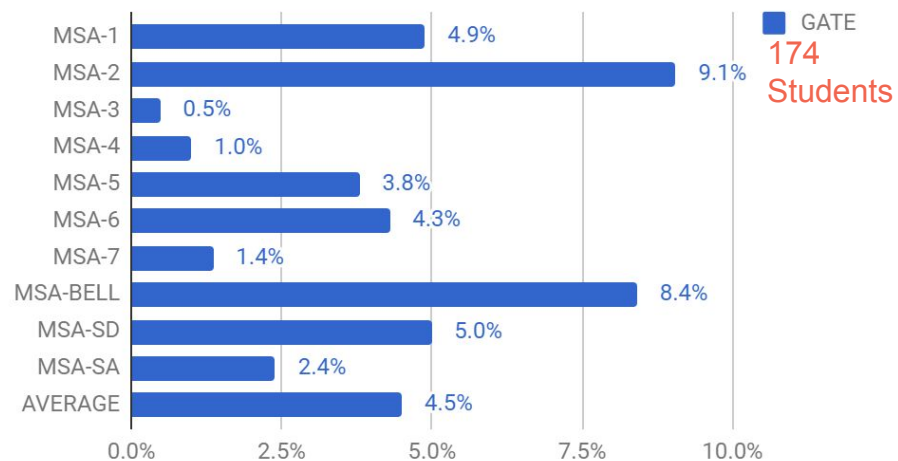
MPS GATE Student Rates

- MPS wide we increased to 4.6% from 4.5% last census day.

2021-22 MPS GATE Rate by School



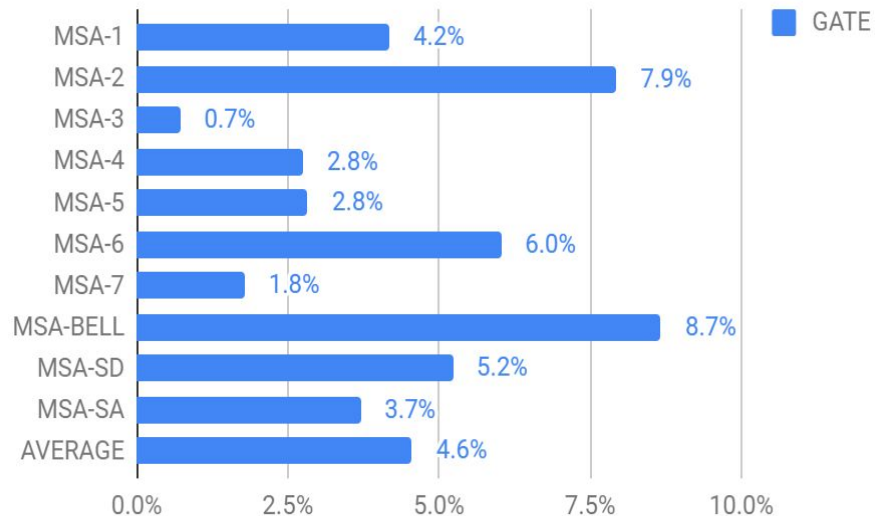
2020-21 MPS GATE Rate by School



MPS GATE Student Rates

- MPS wide we reported 5 fewer GATE students
- Half of our MSAs reported decreased counts, the second half reported increased counts while MSA-SD remained similar to last year by comparison.

2021-22 MPS GATE Rate by School

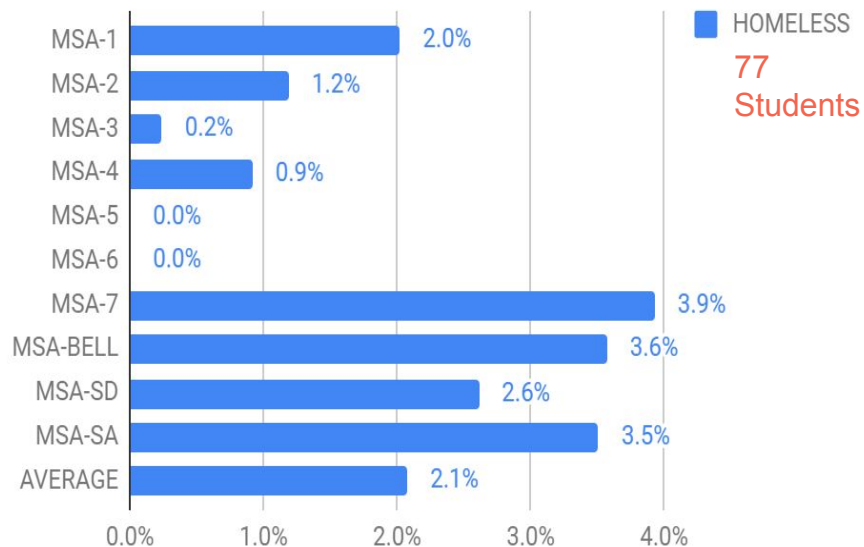


SCHOOL	2021-2022	2020-2021	Analysis
	GATE	GATE	
MSA-1	31	35	-4
MSA-2	40	42	-2
MSA-3	3	2	1
MSA-4	3	1	2
MSA-5	7	11	-4
MSA-6	5	7	-2
MSA-7	5	4	1
MSA-BELL	34	37	-3
MSA-SD	22	22	0
MSA-SA	19	13	6
TOTALS	169	174	-5

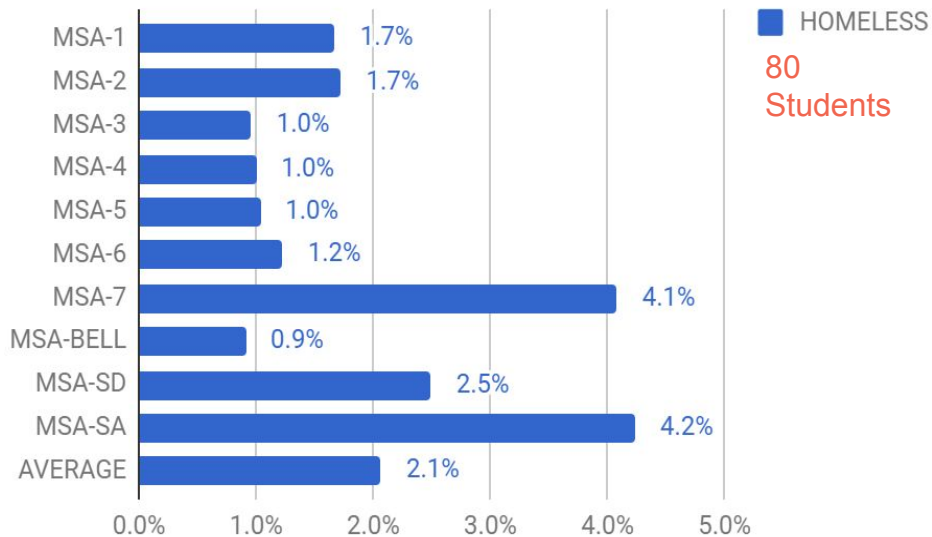
MPS Homeless Student Rates

- MPS wide we reported 3 fewer homeless students than last census day.
- The homeless rate MPS wide remained at 2.1%.

2021-22 MPS Homeless Rate by School



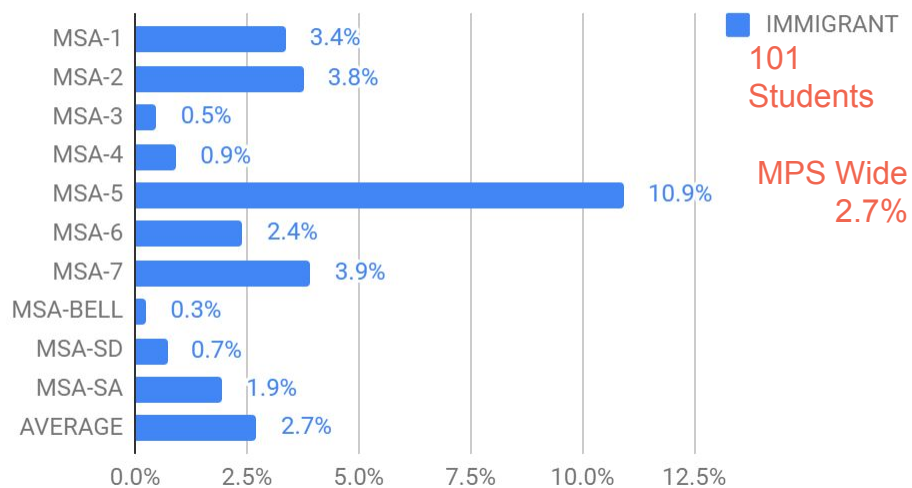
2020-21 MPS Homeless Rate by School



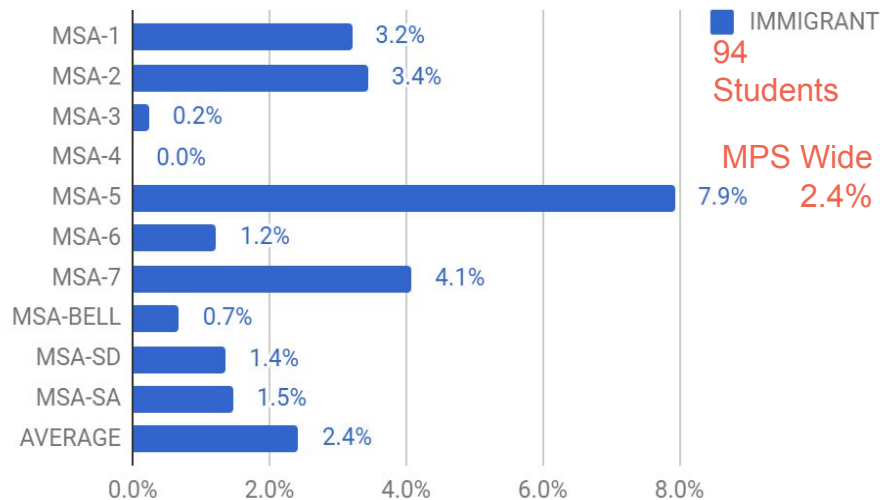
MPS Immigrant Student Rates

- “Eligible immigrant student” is defined as an individual student born outside the USA, who has not been attending any one or more schools in the United States for more than three full school years.

2021-22 MPS Immigrant Rate by School



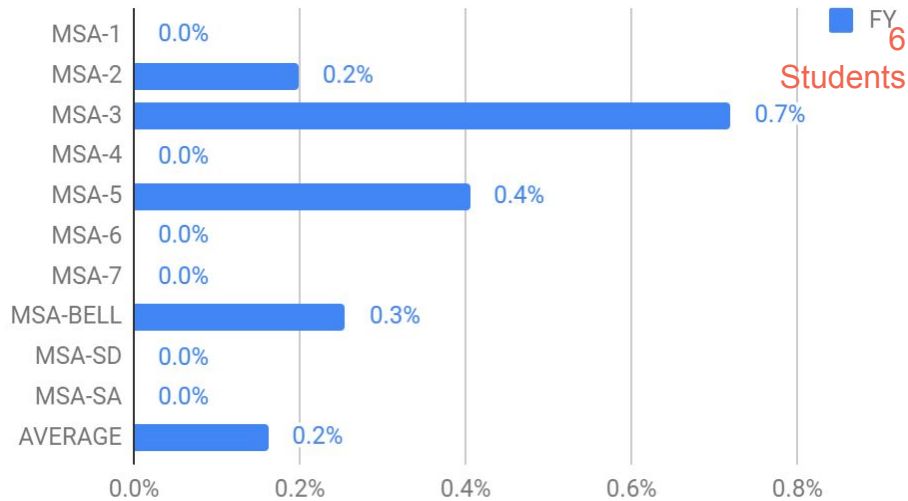
2020-21 MPS Immigrant Rate by School



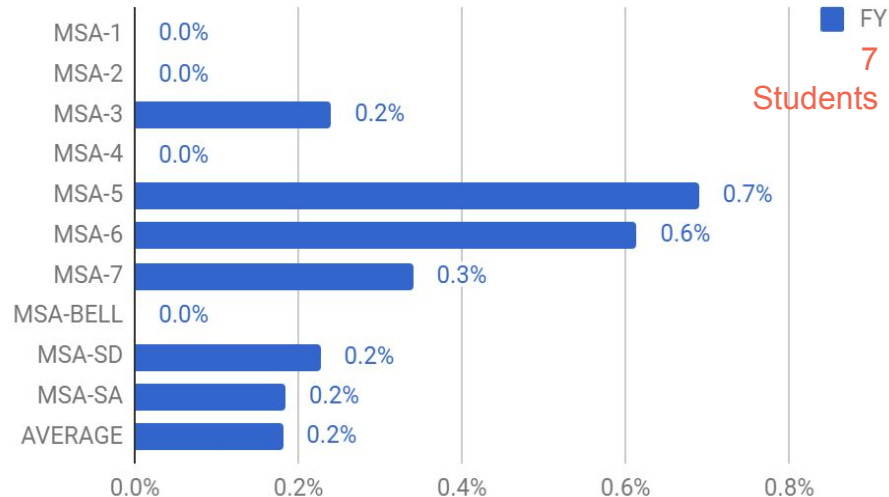
MPS Foster Youth Counts

- MSA-2, MSA-5 and MSA-Bell reported one foster youth.
- The highest foster youth was reported by MSA 3 who had 3 foster youth.

2021-22 Foster Youth Rate by School

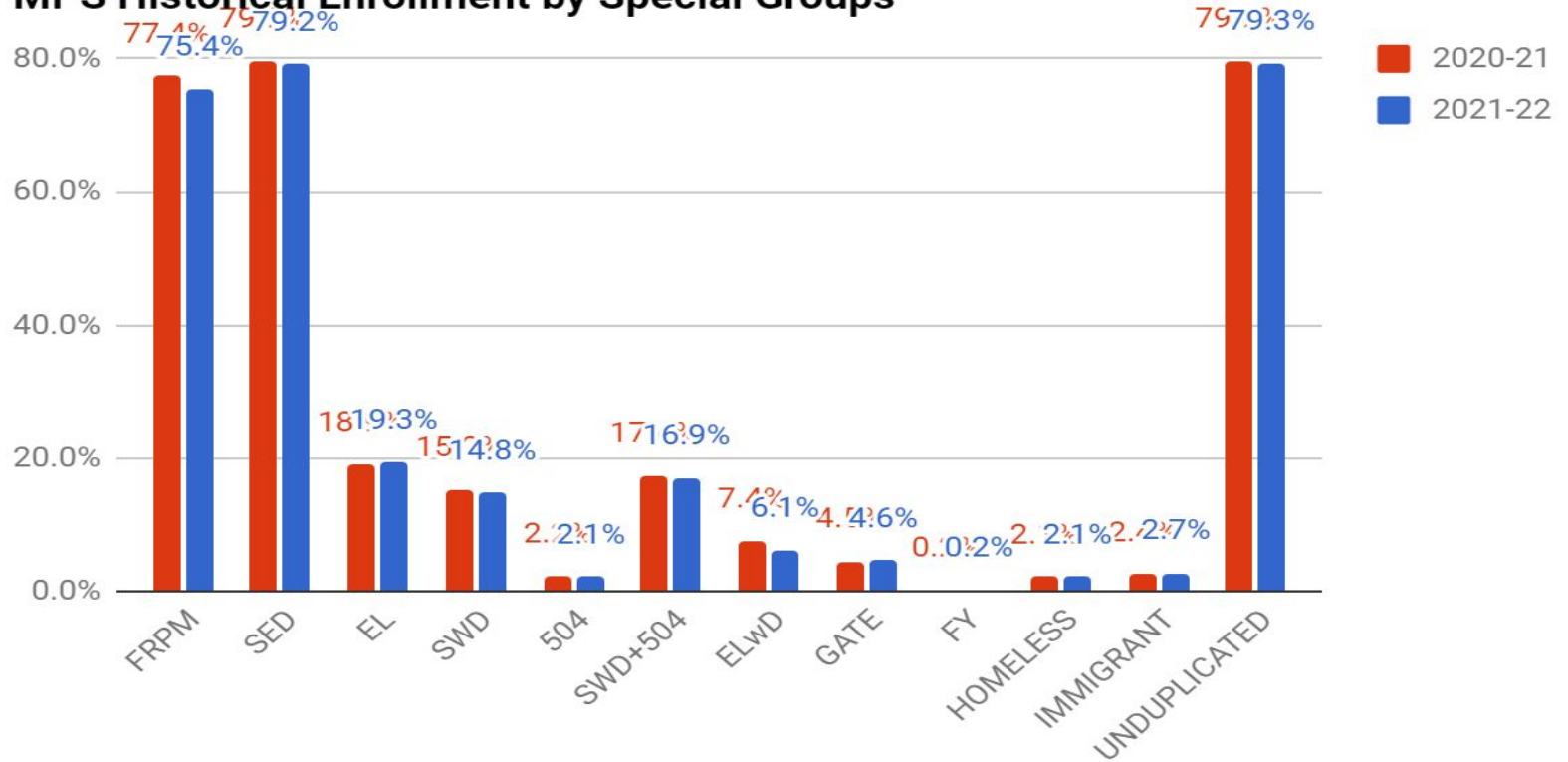


2020-21 Foster Youth Rate by School



CALPADS Census Day (10/6/2021)

MPS Historical Enrollment by Special Groups



CALPADS Census Day (10/7/2021)

This table represents a summary and analysis of differences from last year's census day counts Magnolia wide.

(-) Indicates a decrease

MPS Historical Enrollment by Special Groups						
	2020-21		2021-22		Change Analysis	
FRMP (Free/Reduced Meal Program)	77.40%	2,994	75.40%	2,795	-2.00%	-199
SED (Socioeconomically Disadvantaged)	79.70%	3,082	79.20%	2,935	-0.50%	-147
EL (English Learner)	18.90%	733	19.30%	715	0.40%	-18
SWD (Students with Disabilities)	15.20%	587	14.80%	548	-0.40%	-39
504	2.20%	85	2.10%	79	-0.10%	-6
SWD+504	17.40%	672	16.90%	627	-0.50%	-45
ELwD (EL students with Disabilities)	7.40%	288	6.10%	227	-1.30%	-61
GATE (Gifted and Talented)	4.50%	174	4.60%	169	0.10%	-5
FY (Foster Youth)	0.20%	7	0.20%	6	0.00%	-1
HOMELESS	2.10%	80	2.10%	77	0.00%	-3
IMMIGRANT	2.40%	94	2.70%	101	0.30%	7
UNDUPLICATED	79.70%	3,084	79.30%	2,939	-0.40%	-145
TOTAL		3,869		3,708		-161

CALPADS Census Day (10/6/2021)

This table represents student data details certified by each Magnolia Science Academy.

2021-22 Enrollment by Special Groups													
	FRPM	SED	EL	SWD	504	SWD +504	ELwD	GATE	FY	HOMELESS	IMMIGRANT	UNDUP	Enrollment
MSA-1	581	637	165	114	8	122	67	31	0	15	25	631	742
MSA-2	386	416	75	84	17	101	31	40	1	6	19	406	504
MSA-3	311	331	25	38	9	47	8	3	3	1	2	328	417
MSA-4	94	96	18	34	4	38	13	3	0	1	1	94	109
MSA-5	223	230	79	40	1	41	20	7	1	0	27	228	247
MSA-6	73	80	17	11	4	15	3	5	0	0	2	79	83
MSA-7	215	216	88	26	1	27	7	5	0	11	11	227	280
MSA-BELL	341	347	49	33	3	36	11	34	1	14	1	345	392
MSA-SD	153	158	31	73	13	86	6	22	0	11	3	167	421
MSA-SA	418	424	168	95	19	114	61	19	0	18	10	434	513
TOTALS	<u>2,795</u>	<u>2,935</u>	<u>715</u>	<u>548</u>	<u>79</u>	<u>627</u>	<u>227</u>	<u>169</u>	<u>6</u>	<u>77</u>	<u>101</u>	<u>2,939</u>	<u>3,708</u>
	75.40%	79.20%	19.30%	14.80%	2.10%	16.90%	6.10%	4.60%	0.20%	2.10%	2.70%	79.30%	

Attendance Updates

Half of our MSAs showed 5% or fewer ADA for independent study. MSA-3 and MSA-4 had highest Independent Study ADA.

MSAs reported the following reasons for Independent Study participation:

- A parent had chronic health condition and/or had high level of health and safety concern.
- Covid positive students participated in short-term Independent Study impacting IS/Non-Classroom ADA.

P-1 ATTENDANCE (2021-2022)					
Average Daily Attendance (ADA)					
School	Target Enrollments	ADA	ADA %	Non-Classroom ADA%	Classroom ADA%
MSA-3	416	359.859	89.07%	12.67%	87.33%
MSA-4	115	95.060	87.59%	12.59%	87.41%
MSA-8	430	361.166	92.72%	8.44%	91.56%
MSA-2	485	466.647	93.05%	5.08%	94.92%
MSA-7	292	260.314	91.62%	3.78%	96.22%
MSA-1	730	678.082	91.54%	3.19%	96.81%
MSA-5	270	224.341	91.71%	3.16%	96.84%
MSA-SA	550	487.171	94.88%	2.39%	97.61%
MSA-6	80	77.900	93.04%	1.76%	98.24%
MSA-SD	422	399.950	94.28%		
TOTALS	3790	3410.49	92.24%		

Attendance Updates

the week after winter break ADA % vs. regular ADA %(October or P-1)

October 2021			
Average Daily Attendance (ADA)			
School	ADA	GRAND TOTAL ADA%	*.90
MSA-1	687.6	92.41%	618.84
MSA-2	465.80	92.96%	419.22
MSA-3	362.70	88.92%	326.43
MSA-4	92.45	86.16%	83.21
MSA-5	225.20	92.01%	202.68
MSA-6	76.60	91.68%	68.94
MSA-7	257.95	92.75%	232.16
MSA-8	369.10	93.60%	332.19
MSA-SA	487.10	94.74%	438.39
MSA-SD	394.20	93.87%	354.78

School	1/10/22		1/11/22		1/12/22		1/13/22		1/14/22	
	ADA	%	ADA	%	ADA	%	ADA	%	ADA	%
MSA-1	466.00	64.54%	566.00	78.18%	581.00	80.14%	568.00	78.34%	575.00	79.31%
MSA-2	School Closed		370.00	74.30%	385.00	77.15%	385.00	77.31%	399.00	79.96%
MSA-3	270.00	67.16%	329.00	81.84%	319.00	79.35%	367.00	91.29%	350.00	87.06%
MSA-4	School Closed		51.00	46.79%	61.00	55.96%	64.00	58.72%	60.00	55.05%
MSA-5	153.00	63.75%	166.00	69.46%	175.00	73.22%	167.00	69.87%	153.00	64.02%
MSA-6	School Closed		51.00	60.71%	57.00	67.86%	66.00	78.57%	67.00	79.76%
MSA-7	198.00	72.53%	233.00	85.35%	230.00	84.25%	234.00	85.71%	228.00	83.52%
MSA-8	211.00	54.66%	287.00	74.16%	292.00	75.45%	317.00	81.91%	270.00	69.77%
MSA-SA	School Closed		416.00	81.73%	434.00	85.10%	437.00	85.69%	428.00	83.92%
MSA-SD	School Closed		360.00	86.75%	374.00	77.47%	353.00	85.06%	337.00	81.20%
	SO-1/3/22		SO-1/4/22		SO-1/5/22		SO-1/6/22		SO-1/7/22	

Cover Sheet

Academic Department Updates

Section:	IV. Information/Discussion Items
Item:	B. Academic Department Updates
Purpose:	Discuss
Submitted by:	
Related Material:	Academic Department Updates.pdf



Board Agenda Item #	IV B: Information/Discussion Item
Date:	February 10, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Updates

Proposed Board Recommendation

N/A - This is an informational item

Background

MPS Academic departments will update the board members on the following programs, activities and events:

- Upcoming Events
- IXL Program Data
- Teacher on Special Assignment (TOSA) Program Update

Attachment

Slide deck for Academic Updates



Board Meeting

Academic Updates

February 10, 2022



Upcoming Events and Updates

- Celebrating Black History Month and New Lunar Year
- March 4 Symposium focusing on Professional Learning Communities with Solution Tree
- Independent Study Updates
- State Assessments Preparations
- Program implementations IXL, MyOn, MAP, IABs





New Program - IXL Data

DISTRICT DASHBOARD

We've answered **2,258,969** questions this year!

Our district on IXL:



3,658 students



209 teachers

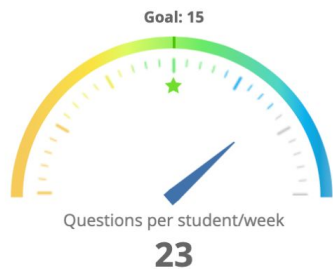


14 schools

How much learning is happening?

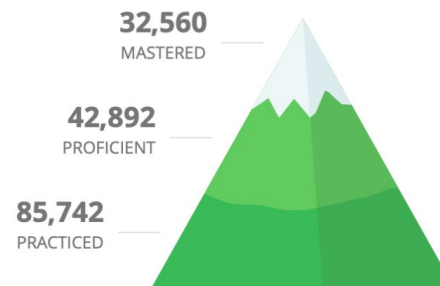
IXL effect

[View report >](#)



Skill gains

[View report >](#)



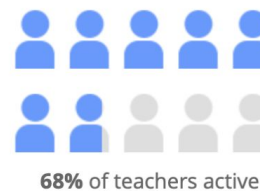
Extended learning

[View report >](#)



Teacher engagement

[View report >](#)





TOSA Program Updates slide 1 of 2

PROGRAM OVERVIEW

- The Academic Team worked with site leaders and teachers to create the position of Teacher On Special Assignment
 - MPS teachers that would lead OrgWide department meetings and collaboration efforts each month on select Wednesdays
 - In-House leadership opportunity for our teachers
 - We hired ten teachers to lead the following departments: History, Science, Arts - Secondary, Arts - Elementary, Elementary (TK-5), World Language, PE, Math, and English

TOSAs are leading their departments on two main themes:

- Instructional Practice
 - Common instructional technique used to support student learning
- Cultural Event
 - Showcase event(s) from each department to help learning come alive for our students



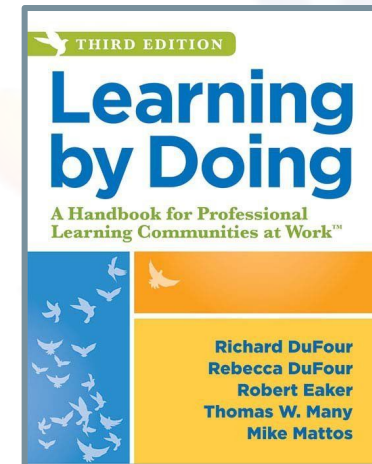
TOSA Program Updates slide 2 of 2

- TOSAs are undertaking a book study learn how to lead Professional Learning Communities in 2022-23
 - Research-based practice wherein teachers work collaboratively to improve teaching skills and the academic performance of students.

After each of the OrgWide PD meetings we collect survey responses from our teachers.

Two main questions we look at each time are:

- “Today's meeting provided me practical strategies that I can use to plan my instruction.”
- “I feel today's meeting was a good use of my time.”



Question	Sept.	Oct.	Dec.	Jan.
Practical Strategies	3.69	4.05	4.18	4.24
Good use of Time	3.61	4.09	4.18	4.21

The data is trending up for each of these questions as we respond to the data.



Questions or Comments ?

Cover Sheet

Enrollment Update

Section:	IV. Information/Discussion Items
Item:	C. Enrollment Update
Purpose:	Discuss
Submitted by:	
Related Material:	Enrollment Projections for MPS Sites 2022-23.pdf



Board Agenda Item #	IV C: Information/Discussion Item
Date:	February 10, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda D. Lopez, Chief External Officer (CXO)
RE:	Enrollment Projections for MPS Sites 2022-23

Proposed Board Recommendation

No action is needed. This item is a continuation of enrollment progress across all Magnolia Public School sites. The information received from this presentation will inform the MPS board about projected enrollment for the upcoming 2022-2023 school year and where we are in the enrollment season.

Introduction

This year we are focused on establishing systems related to enrollment projections as they align with the timeline for offering enrollment to families reflecting critical deadlines such as the open enrollment window that closes at a specified time annually and this year it was January 14, 2022.

Background

The Chief External Officer and Chief Executive Officer and Superintendent met after the census day enrollment numbers were finalized for the current school year approximately end of October 2022. We discuss trends in enrollment and historical enrollment data, based on the information available for both a qualitative and quantitative understanding of all school site enrollment, enrollment projection numbers for the upcoming school year were considered. In December, the initial projects were revisited this time including the Chief Financial Officer in order to inform what a projected budget could look like for the upcoming school year. Once, the enrollment projections were shared with the Executive Officer Manager and she updated sheets that include pending applications and the projections inform whether a lottery will need to be held by each school site after the open enrollment window closes. In this process, all MPS Principals were provided with their projected enrollment numbers; they were also able to give input regarding the projections by dissecting the numbers and providing additional contextual information and then met with the CXO to make adjustments by February 1st.

Analysis

Below you will find the current enrollment of every school site, the projected enrollment, intent to return numbers (still being finalized) and the pending applications for registration based on the School Mint application portal as of the close of the open enrollment window, January 14th 2022.

2022-2023 Intent to Return and Application Totals

INFINITE CAMPUS Enrollments	SITE NAME	NOT RETURNING	NO FORM/NO REPLY	EXPECTED TO RETURN	SCHOOLMINT	TARGET ENROLLMENTS
		Counts collected from ITR form	Counts collected from ITR form	Only Includes counts from submitted ITR forms.	PENDING APPLICATIONS	2022-2023
1/14/2022					1/14/2022	1/14/2022
743	MSA 1	0	342	282	94	750
501	MSA 2	2	221	240	90	513
410	MSA 3	1	263	101	23	413
109	MSA 4	0	37	47	3	104
243	MSA 5	5	7	201	27	250
83	MSA 6	0	46	46	15	120
278	MSA 7	0	0	220	71	300
396	MSA Bell	3	9	214	26	400
421	MSA San Diego	2	65	208	132	443
513	MSA Santa Ana	7	29	435	27	520
3697	TOTALS	20	1019	1994	508	3813

Budget Implications

Overall, we do not see any significant changes to enrollment from the current year to the next fiscal year for the organization as a whole. However, enrollment for the individual sites will vary and this information will be discussed in detail during May 2022 as we get closer to Budget Adoption for the 2022-23 fiscal year.

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

The benefit for all MPS schools is to identify targeted enrollment projections and plan retention, recruitment and engagement strategies accordingly to reach targets for enrollment.

Exhibits (Attachments):

N/A

Cover Sheet

Discussion Regarding Governors Proposals for the 2022-23 State Budget and K-12 Education

Section: IV. Information/Discussion Items
Item: D. Discussion Regarding Governors Proposals for the 2022-23
State Budget and K-12 Education
Purpose: Discuss
Submitted by:
Related Material: SSCAL Book.pdf

Governor's Proposals for the 2022-23 State Budget and K-12 Education



January 2022

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Public Education's Point of Reference for Making Educated Decisions

Governor's Proposals for the 2022-23 State Budget and K-12 Education

January 2022

Prepared and Presented By:

Leilani Aguinaldo, Director, Governmental Relations

Danyel Conolley, Director, Management Consulting Services

Brianna García, Vice President

John Gray, President and CEO

Dave Heckler, Director, Technology and Governmental Relations

Patti Herrera, EdD, Vice President

Kyle Hyland, Director, Governmental Relations

Wendi McCaskill, Director, Management Consulting Services

Anjanette Pelletier, Director, Management Consulting Services

Matt Phillips, CPA, Director, Management Consulting Services

Charlene Quilao, Assistant Director, Management Consulting Services

Suzanne Speck, Executive Vice President

Kathleen Spencer, Vice President

Michelle McKay Underwood, Vice President

© 2022 School Services of California Inc.
1121 L Street, Suite 1060
Sacramento, CA 95814
(916) 446-7517
FAX (916) 446-2011
www.sscal.com

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January 2022

Dear Workshop Guest:

1121 L Street

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•

TEL: (916) 446-7517

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www.sscal.com

Welcome to our presentation on the Governor’s Budget proposal for the 2022-23 fiscal year. We know how important your professional development is, and we work very hard to be your “one-stop shop” for the information you need to manage the policy and financial affairs of your agency.

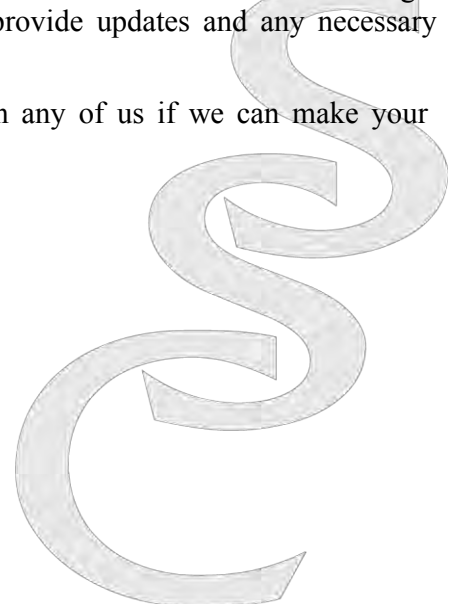
This year, as in every year, we attempt to increase the value of our workshops for you. To that end, we are pleased to remind you of some special features:

- For today’s workshop, we want to ensure that you get maximum value from the research we have done and the materials we have developed. We have, therefore, included a host of resource materials for download from our website at www.sscal.com. We hope that you will use those materials to educate your staff and community on some of the major issues and challenges facing California educators. As part of today’s program, we provide all the workshop materials, a wealth of resources, and our *Special Fiscal Report*. You are welcome to use the resources for enhancing your own local educational agency (LEA) presentations, provided that School Services of California Inc. (SSC) is given credit. Additionally, we have included a “board-ready” presentation that can easily be personalized to your own LEA. These materials are available for workshop participants at <https://www.sscal.com/my-ssc> under “My Workshops.”
- Our staff is, as always, available to respond to your questions about the workshop presentation. Based upon your feedback, we will continue to have a question and answer session at the end of the workshop. Be sure to submit your questions by 10:15 a.m. to ask@sscal.com for the question and answer session. If you have additional questions, just send an *Ask SSC* question from our homepage at www.sscal.com. We will answer any questions that are not answered during the workshop in our *Fiscal Report* right after the workshop.
- Information Updates: As we gather further information about the Governor’s Budget proposal in the coming days, we will continue to provide updates and any necessary corrections through the *Fiscal Report*.

Again, welcome to our workshop and please call upon any of us if we can make your experience more rewarding.

Warmest regards,

John D. Gray
President and CEO



Themes for the 2022-23 Governor's Budget Workshop

A year-and-a-half into the COVID-19 pandemic that gripped our lives in ways that constrained the daily liberties we often take for granted, we started the 2021-22 school year full of hope. We hoped that once again we could deliver on the promise of education to secure prosperous futures for our students through a return to in-person instruction and learning that we know offers more meaningful engagement and interaction between them and the hundreds of thousands of educators and staff dedicated to them. We hoped that through advancements in science we had once and for all “flattened the curve” of COVID-19 and relegated it to a virus like the common cold or seasonal flu that we can reasonably manage in our homes, our schools, and our communities. We hoped for normalcy but planned for continued disruption—cognizant of the fact that the global pandemic may have indeed spawned a “new normal” through something like a mutation of our social, cultural, and economic genes. We did this because hope alone is not a plan.

In many ways, Governor Gavin Newsom's 2022-23 State Budget proposal reflects this hope-but-plan approach to California's future. He remains hopeful that scientists educated and trained at our prestigious public universities will invent better ways to protect us from new threats to our health and to our environment. He is hopeful that our workforce will rise to meet tomorrow's demands and that we, as stewards of the future workforce, will prepare them for the challenge. Governor Newsom has the advantage of prosperity to undergird this hope. In contrast to what would otherwise be a somber moment in history, California enjoys a \$45.7 billion budget surplus that the Governor leverages to fund key initiatives to fight our protracted battle against COVID-19, address climate change, and preempt future threats from natural disasters that have become too common. While he pins his budget hopes on these investments, he plans for budgetary, economic, and social uncertainties that have become part of our collective norm since March of 2020. So, like those of us in education, Governor Newsom knows the importance of a healthy reserve and ensures that his State Budget proposal puts California on sound fiscal footing well into the future. Notably, (unlike education) the state *can* (and indeed *must*) build its savings account.

As we prepare to spend down our local reserves (against both our instincts and industry wisdom), Governor Newsom's 2022-23 education budget provides some shelter from imminent storms forecast for public education. The Governor's Budget heeds calls to protect education from the fiscal impacts of declining enrollment and the students who have vanished from public school rosters amidst COVID-19. He addresses rising costs by maintaining education's purchasing power by funding the cost-of-living adjustment. He doubles down on programs and services he and lawmakers deemed critical to combating the deleterious effects of the health crisis on learning, mental health, and student achievement. For the most part, Governor Newsom's State Budget proposal responds to the collective, palpable fatigue of teachers, staff, and educational leaders, who have worked relentlessly for two years, by restraining the impulse to do one more thing, add one more program that requires the adoption of just one more plan. “*Please don't,*” we begged. Gratefully, he listened.

But the Governor's Budget could do more than give us the room we need to catch our collective breaths. With unprecedented revenues, we could invest more in the Local Control Funding Formula than what's proposed. We can do more (and better) with discretionary resources than with those that come with strings that tie our hands and stifle our agility in an ever-changing environment. We not only share the Governor's hopes for education, we spend our lives in pursuit of them for our children.

Acronyms: Governor's Budget Workshop 2022

21st CCLC	21 st Century Community Learning Centers
AB	Assembly Bill
ADA	Average Daily Attendance
ASES	After School Education and Safety Program
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CDE	California Department of Education
COE	County Office of Education
COLA	Cost-of-Living Adjustment
CSPP	California State Preschool Program
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
DOF	Department of Finance
EC §	Education Code Section
ELO	Expanded Learning Opportunities
ESSER	Elementary and Secondary School Emergency Relief
FY	Fiscal Year
GSA	Grade Span Adjustment
HR	Human Resources
IEP	Individualized Education Program
LAO	Legislative Analyst's Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
MBG	Mandate Block Grant
OPSC	Office of Public School Construction
PERB	Public Employment Relations Board
PIT	Personal Income Tax
RRMA	Routine Restricted Maintenance Account
S/C	Supplemental and Concentration Grant
SB	Senate Bill
SELPA	Special Education Local Plan Area
SPSL	Supplemental Paid Sick Leave
TK	Transitional Kindergarten
UPP	Unduplicated Pupil Percentage

Governor's Proposals for the 2022-23 State Budget and K-12 Education



Governor's Proposals for the 2022-23 State Budget and K-12 Education

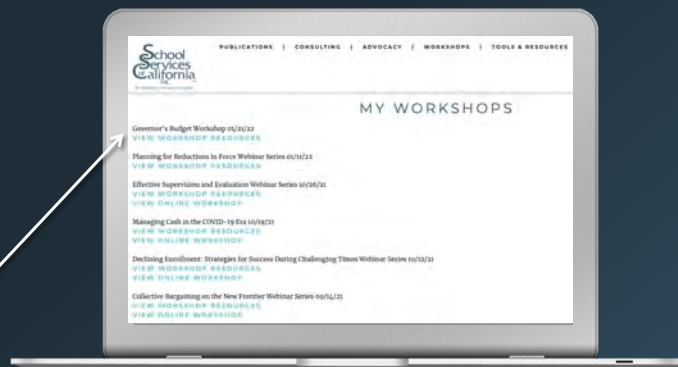
Presented By:

School Services of California Inc. Staff

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Who can access?
To access the workshop resources, you'll need to be logged in with the email address that was used to register for the workshop

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Question and Answer Session

- We will include a live question and answer session right after the formal presentation
 - During the presentation, your questions can be submitted via email to Ask@sscal.com
 - Submit your questions by 10:15 a.m. in order to be considered for the question and answer session
 - Any questions not answered will be answered in *Fiscal Report* articles



Notes

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Introduction

Themes for the 2022-23 Governor's Budget

- We find ourselves awash in a sea of contradictions—California revenues are extraordinary while Californians find going about their ordinary lives more difficult every day
 - A \$286 billion spending plan aims to tackle COVID-19 head on, building upon and expanding critical services for Californians, and attempting to strengthen the resiliency of the state to address uncertainties and crises we cannot yet see
 - The crisis we can see is acute, and the Governor seeks to address the urgent needs of the pandemic once again through quick legislative action, which is possible due to surging revenues
 - But not every problem can be fixed with cash—while Governor Gavin Newsom strives to keep California open, staffing shortages both long and short term threaten to organically shut down California
- The Governor's Budget is balanced, and we hope California as a whole will find its equilibrium again soon

Governor's Proposals for the 2022-23 State Budget and K-12 Education

State Budget and Economy

- Robust state revenues provide the state General Fund with a surplus of \$45.7 billion for the 2022-23 fiscal year
- Significant increases projected for Personal Income Tax and Sales and Use Tax, two of the Big Three taxes
- The Governor's Budget reflects significant reserves including the Budget Stabilization Account (Rainy Day Fund), the Public School System Stabilization Account, and the general operations reserve
- While there are many positive economic indicators, there is still a level of economic uncertainty due to the unpredictability of COVID-19
- Inflation has become a major concern as the cost of everyday goods and services continue to rise to levels not seen since 1982
- The Federal Reserve's response to inflation, including interest rate hikes, could impact the stock market

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Proposition 98 and the Education Budget

- Proposition 98 in the 2022-23 Governor's Budget reaches an all-time high
 - Provides \$16.1 billion in new revenues for K-14 education
 - But there are strings
 - For the first time, most school districts will be required to spend down their reserves
 - A sizeable share of new funding is proposed for restricted purposes, leaving few resources to address increased costs associated with soaring inflation and rising pension obligations



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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposition 98 and the Education Budget

- Governor Newsom's education budget proposals appear to recognize the intense pressures local educators are under to serve students amidst the health crisis and be agile in doing so by:
 - ✓ Avoiding new initiatives that require the development and adoption of yet another plan
 - ✓ Building on the critical investments of the 2021 Budget Act to address varied student needs
 - ✓ Heeding concerns about a stubborn decline in student enrollment and attendance and its impact on the fiscal health of school agencies now and into the future
- There's much to be grateful for in the Governor's plan, but we could benefit from proposals that invest in "first, best" instruction and in the educators who dedicate their lives to our children

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Proposed State Budget and LEA Impacts

- The Newsom Administration, thankfully, proposes fewer new initiatives than in 2021-22
 - Core programs receive a significant statutory cost-of-living adjustment (COLA) to address the significant cost increases associated with pensions and historic levels of inflation
 - Proposed changes to the Local Control Funding Formula (LCFF) and special education are relatively straightforward
 - Infrastructure funding for facilities, kitchen facilities, and transportation are welcomed one-time investments
 - As expected, the Administration proposes to ramp up the Expanded Learning Opportunities (ELO) Program and fund lower universal transitional kindergarten (TK) ratios at a time when staffing challenges are (hopefully) at their pinnacle
 - New programs such as Early Literacy and College and Career Pathways aim to enrich California's TK-12 education

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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Other Local Agency Operational Considerations

- There are always a number of items that Local Educational Agencies (LEAs) are dealing with in the moment that are not encompassed in the state budget
- LEAs are still in the business of educating students, and existing requirements and deadlines don't go away while the Governor and Legislature negotiate a budget

- ✓ Layoffs
 - ✓ COVID-19 impacts
 - ✓ Minimum wage increase
 - ✓ School bonds
 - ✓ Retirement contribution rates
 - ✓ Other legislation
 - ✓ School Facility Program (SFP)
 - ✓ Local Control and Accountability Plan (LCAP) and the one-time Supplement
- And we could go on . . .



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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Overview of the State Budget and the State Economy

U.S. Economic Outlook

- The national economy continues to grow, but inflation, labor constraints, and supply and demand imbalances pose threats

Gross Domestic Product

- 2021: 5.6%
- 2022: 4.2%
- 2023: 2.7%

Resumes pre-pandemic trends by the third quarter of 2023

Employment

- Economy will add 200,000 to 400,000 jobs each month
- Unemployment rate reaches 3.4% by the end of 2022
- Labor force participation continues to lag

Inflation

Inflation abates but still higher than pre-pandemic levels due to demand and supply imbalances

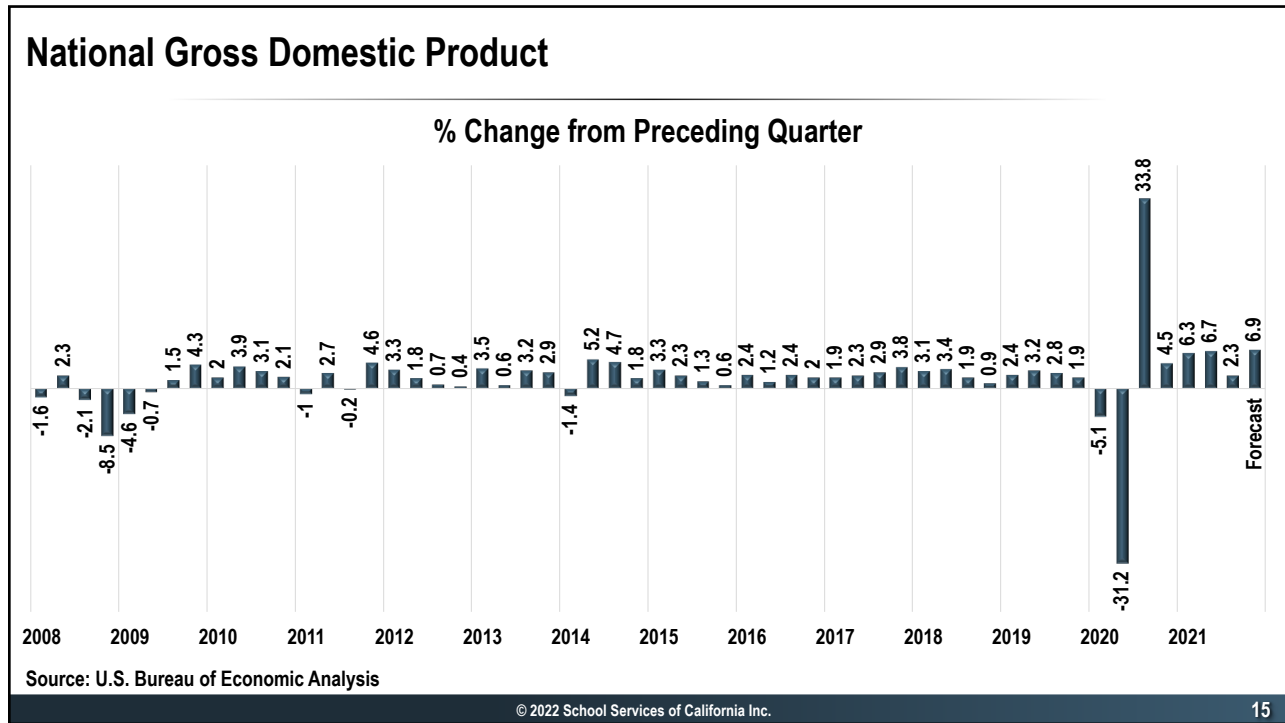
- 2021: 5.8%
- 2022: 3.4%
- 2023: 2.8%

Source: UCLA Anderson Forecast, December 2021

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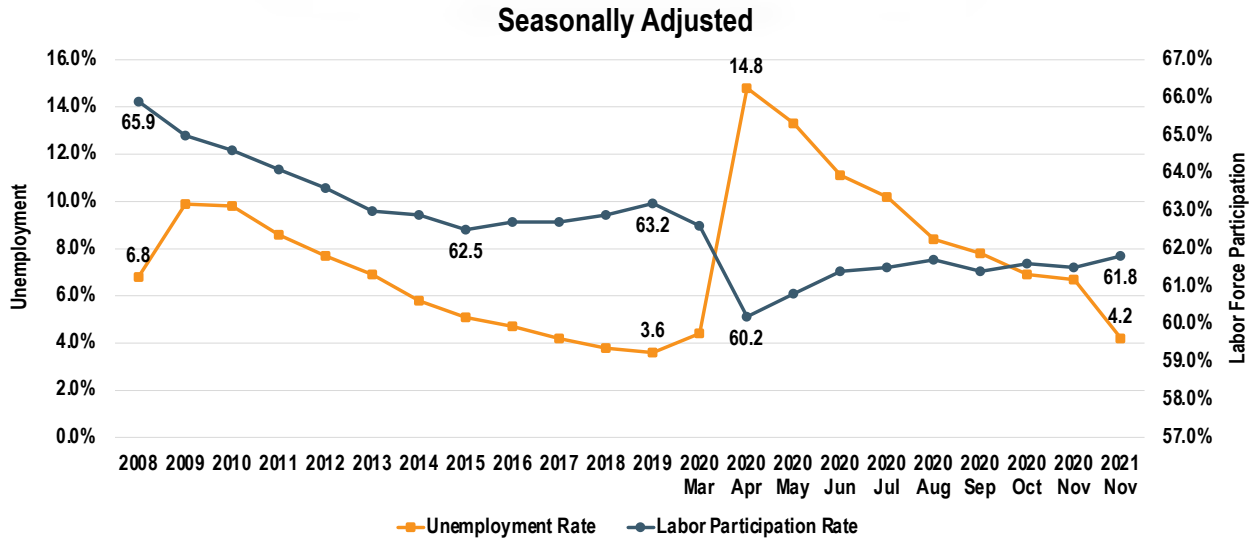
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Governor's Proposals for the 2022-23 State Budget and K-12 Education

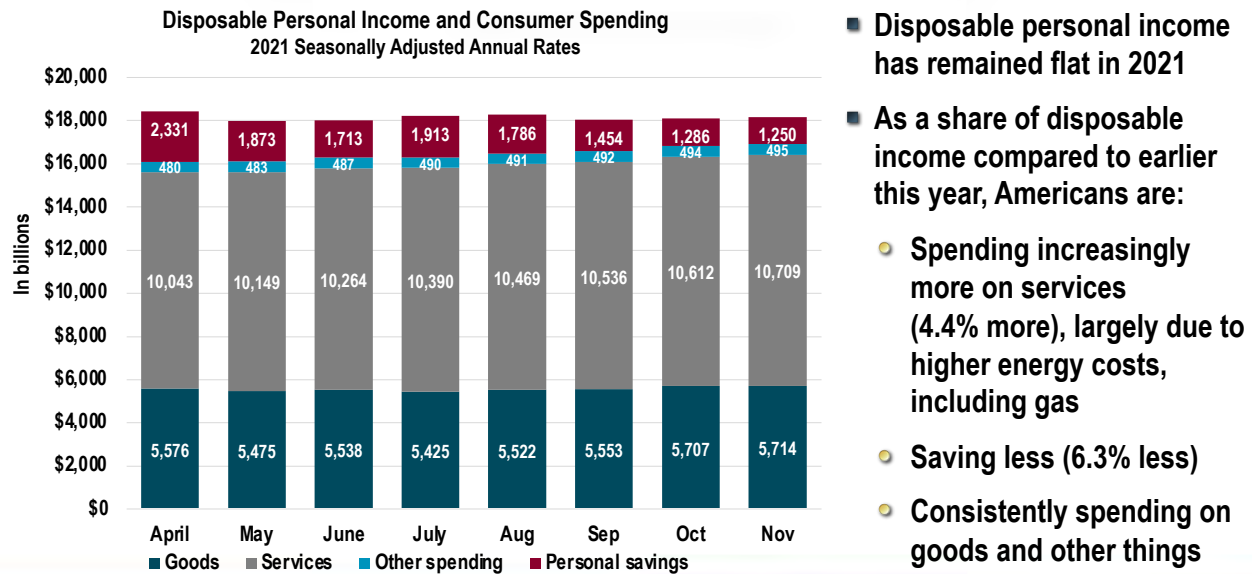


Governor's Proposals for the 2022-23 State Budget and K-12 Education

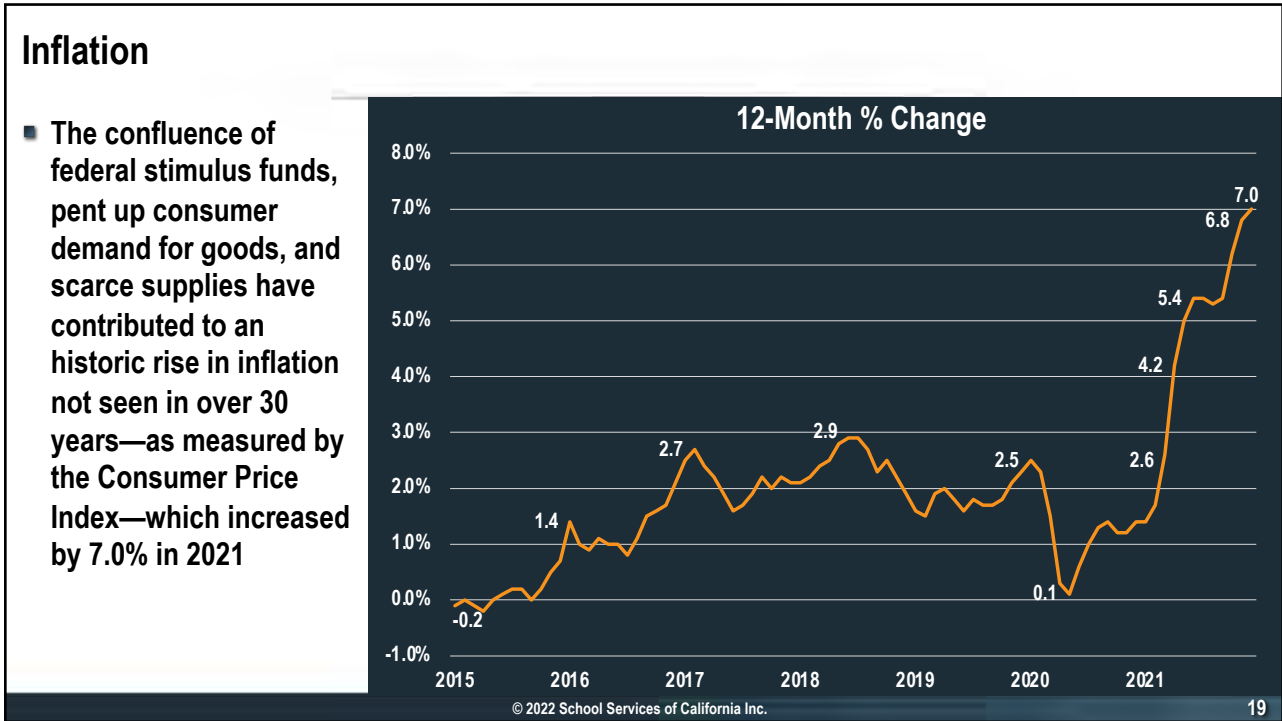
U.S. Unemployment and Labor Force Participation Rates



How Americans Spend Their Money



Governor’s Proposals for the 2022-23 State Budget and K-12 Education



Inflation

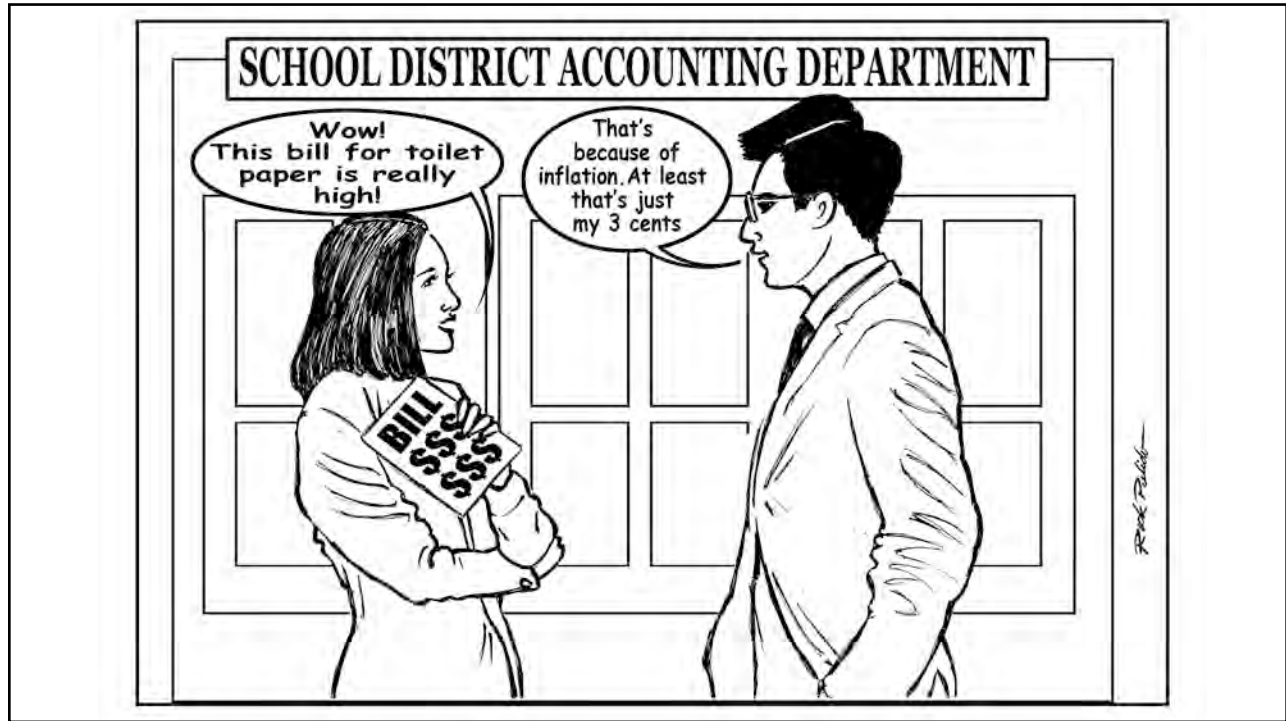
- The Federal Reserve signaled it will reduce its net asset purchases and may raise historic low interest rates beginning mid-2022, to 2.1% by the end of 2024, in an effort to curb inflation
- Other policies could help or hurt efforts, and inflation may prove resistant to the Fed’s monetary policy shifts and instead may require fiscal intervention by Congress and the President

Expired Federal Child Tax Credit Policy	Passage of Build Back Better Act	End of Federal COVID-19 Stimulus	State Stimulus (Golden State Stimulus)
↓	↑	↓	↑

- The impact of the recently enacted federal infrastructure package could exacerbate demand of goods and labor, potentially moderating inflation curbing efforts

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Governor's Proposals for the 2022-23 State Budget and K-12 Education



30-Year Fixed Mortgage Rate

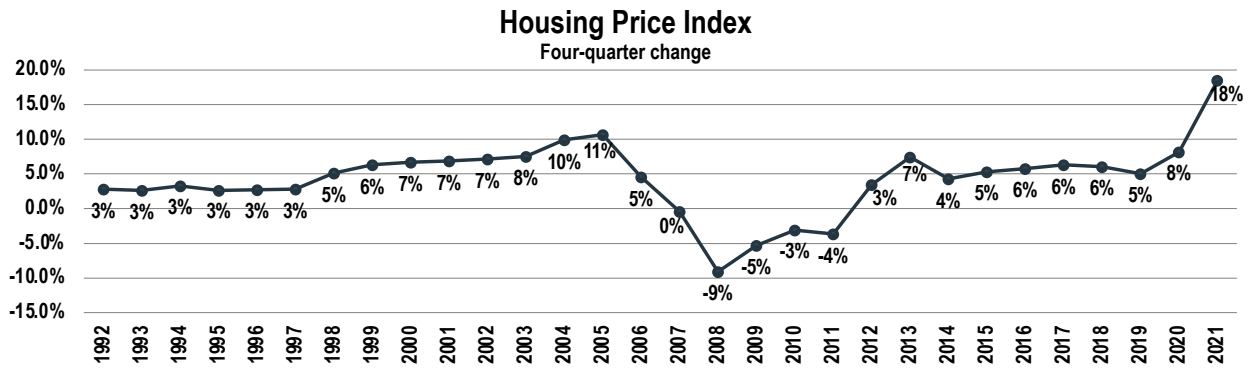


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U.S. Housing Costs



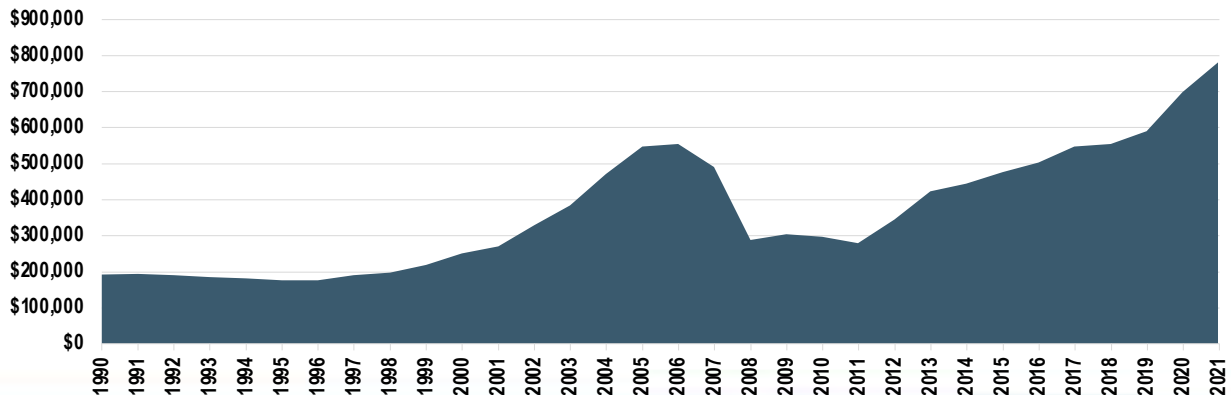
- Housing prices increased to over 18.5% in the third quarter of 2021 compared to a year ago
 - Largest increases occurred east of California in Idaho (35.8%), Utah (30.3%), and Arizona (27.7%)
- Inventory is expected to improve but still far below demand due to supply and labor shortages, sustaining current prices

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California Median Home Prices

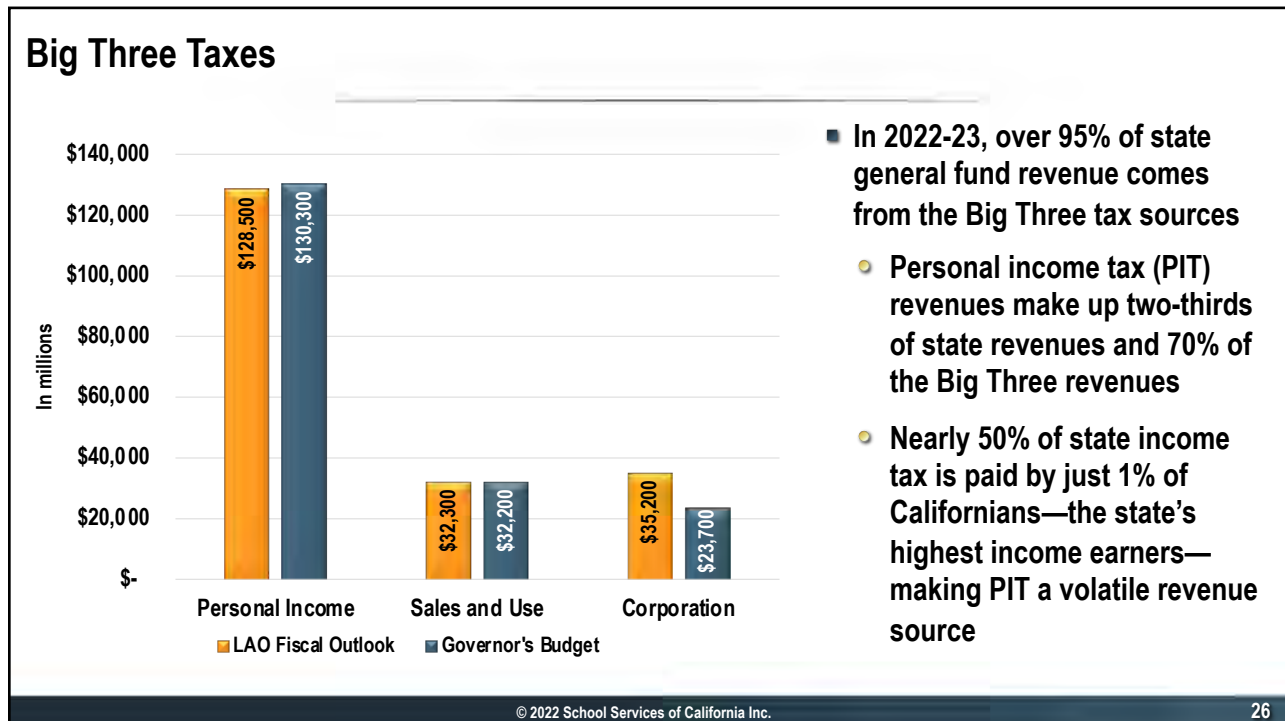
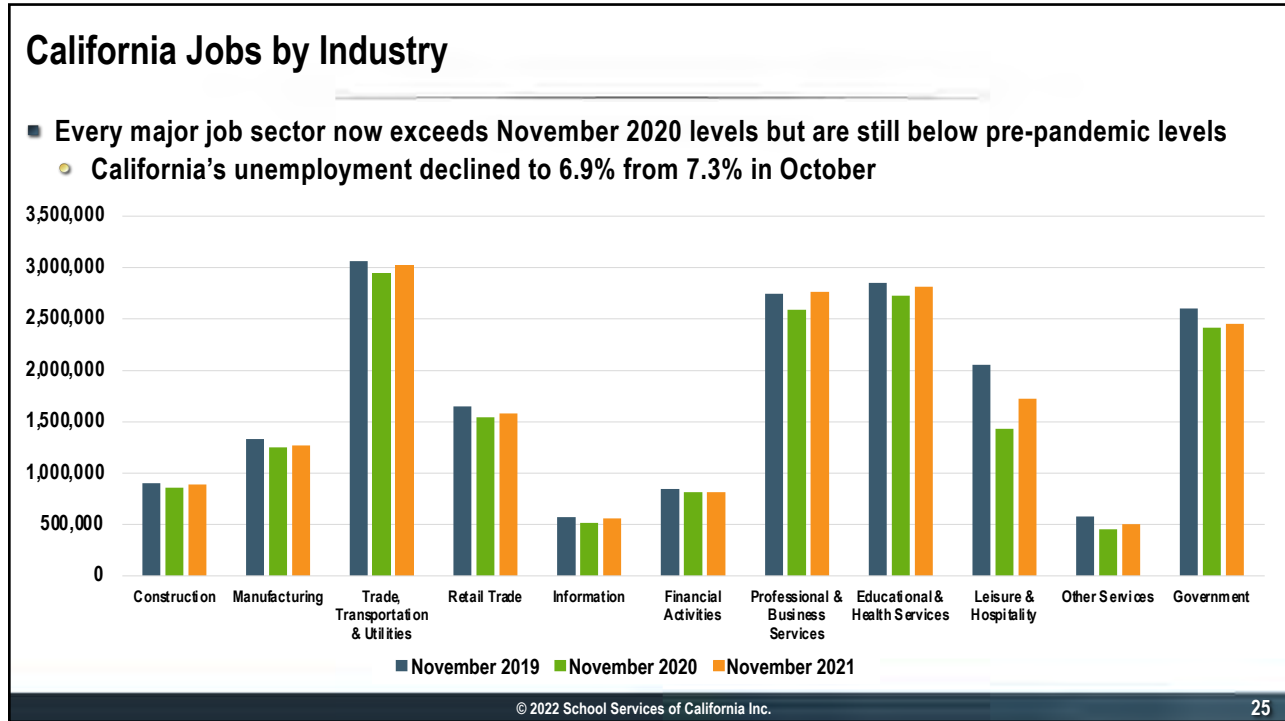
- Home prices are soaring
 - In November 2021, the median single family home price was \$782,490
 - Scarce supplies will cause housing prices to remain high, but increased mortgage rates may moderate rising costs as demand cools



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Governor's Proposals for the 2022-23 State Budget and K-12 Education



Governor’s Proposals for the 2022-23 State Budget and K-12 Education

General Fund Budget Summary

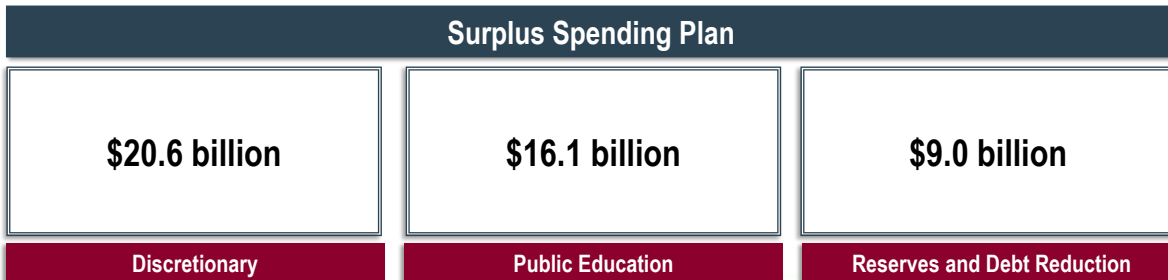
2022-23 Governor’s Budget in millions		
	2021-22	2022-23
Prior Year Balance	\$37,011	\$23,650
Revenues and Transfers	\$196,669	\$195,719
Total Resources Available	\$233,680	\$219,369
Non-Proposition 98 Expenditures	\$138,185	\$139,993
Proposition 98 Expenditures	\$71,845	\$73,134
Total Expenditures	\$210,030	\$213,127
Fund Balance	\$23,650	\$6,242
Reserve for Liquidation of Encumbrances	\$3,175	\$3,175
Special Fund for Economic Uncertainties	\$20,475	\$3,067
Public School System Stabilization Account	\$6,663	\$9,725
Safety Net Reserve	\$900	\$900
Budget Stabilization Account/Rainy Day Fund	\$19,303	\$20,868

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Budget Surplus

- Just a little over a year-and-a-half ago, California enacted a budget to address a daunting \$54 billion deficit as a result of the stultifying impact of COVID-19 on our economy
 - We withstood the imposition of tens of billions of dollars in deferred education payments and suspended cost of living adjustments
- The Governor’s 2022-23 Budget is built on the solid foundation of an estimated \$45.7 billion budget surplus and proposals that leave California on sound fiscal footing through 2025-26



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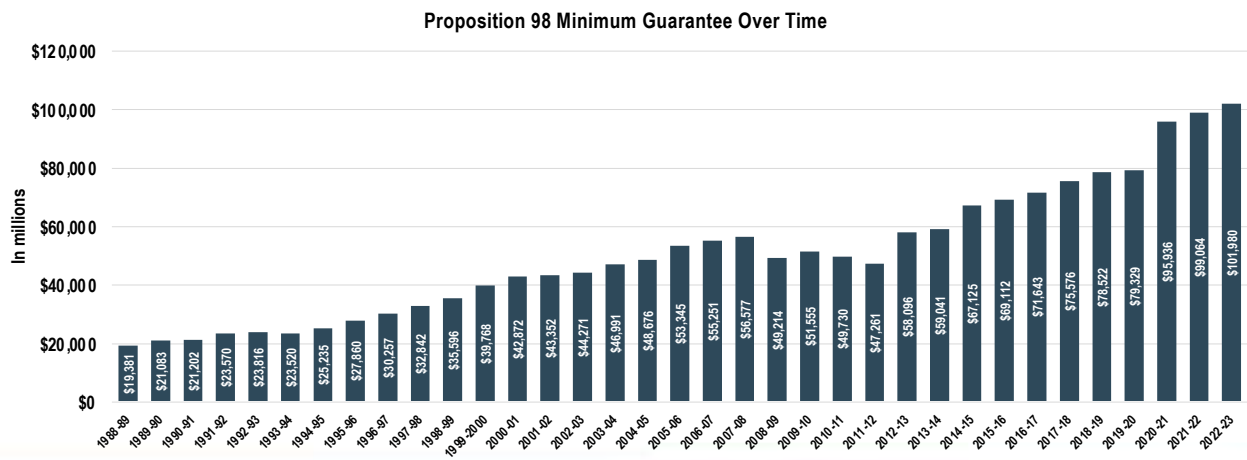
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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposition 98 and Education Funding

Proposition 98

- The minimum guarantee continues its ascent to new heights, reaching \$102 billion in 2022-23
- Since its passage, Proposition 98 has increased by over 426%



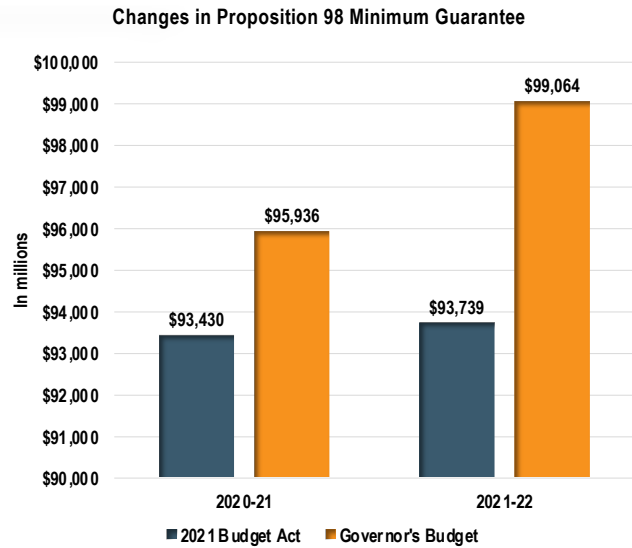
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Governor's Proposals for the 2022-23 State Budget and K-12 Education

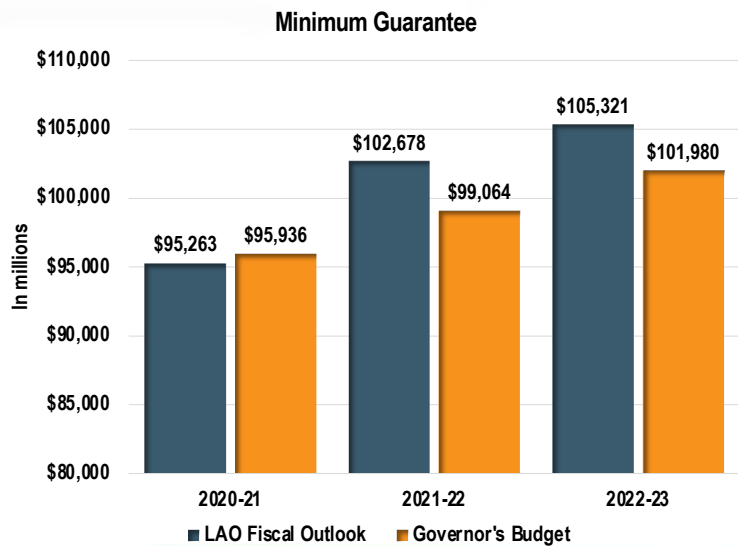
Proposition 98

- The Governor's Budget makes adjustments to the minimum guarantee to reflect changes in state revenues in 2020-21 and 2021-22 from the 2021 Budget Act
 - 2020-21 increased by \$2.51 billion
 - 2021-22 increased by \$5.33 billion
- Across the Budget window, the minimum guarantee is determined by the Test 1 formula, or approximately 38% of state General Fund revenues
 - The Budget includes an adjustment to the minimum guarantee to reflect additional students served by TK (\$639.2 million)



Proposition 98

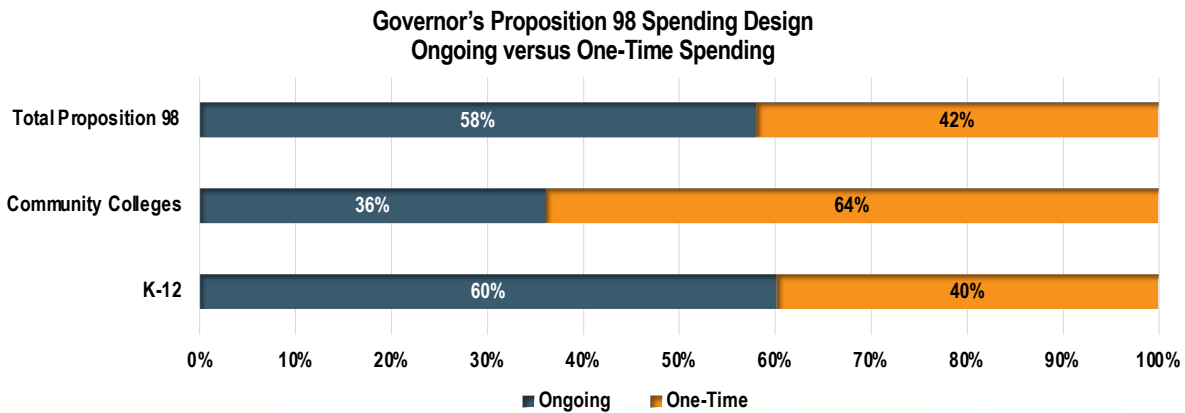
- There are state revenue estimate differences between what the Legislative Analyst's Office (LAO) predicted for California in its 2022-23 *Fiscal Outlook* and the 2022-23 Governor's Budget
 - Because Proposition 98 is determined by Test 1, the revenue differences impact the minimum guarantee in each year of the Budget window
 - In May, the Legislature and the Governor will need to come to an agreement on revenues



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposition 98

- The Governor's spending of new Proposition 98 revenues relies heavily on one-time investments
 - General apportionment formulas for K-12 and community colleges are increasing by COLA only, or 5.33%

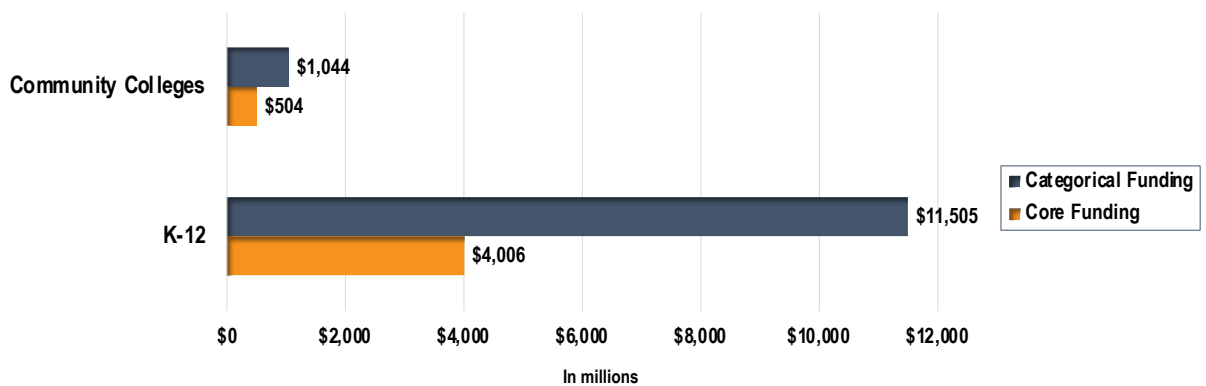


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Proposition 98

- Most of the new Proposition 98 revenues for K-12 and community colleges are earmarked for specific categorical programs or services
 - Total per-student K-12 spending reaches \$15,261 (Proposition 98 only)



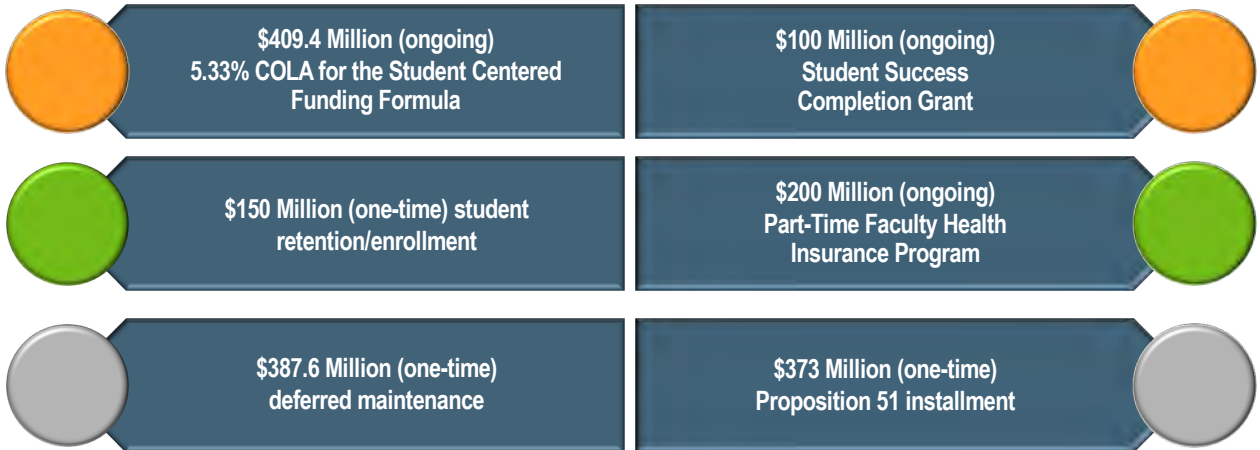
Note: K-12 core funding includes Proposition 98 adjustment for universal TK and lower classroom ratios in TK

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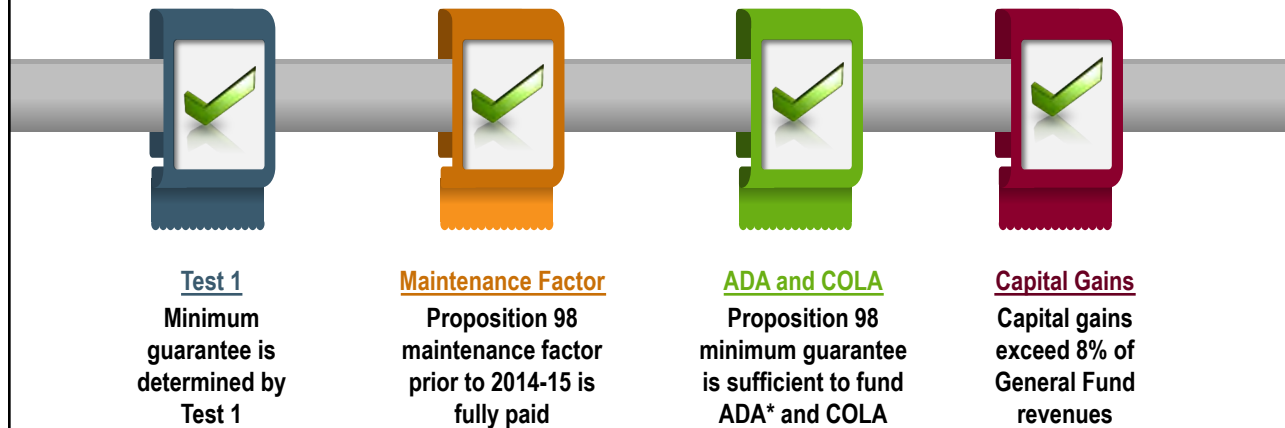
Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Rest of Proposition 98—California Community Colleges



Deposit into Proposition 98 Rainy Day Fund

- The education community continues to grapple with the reserve cap
- When the four conditions are met, a state deposit into the Proposition 98 reserve is required

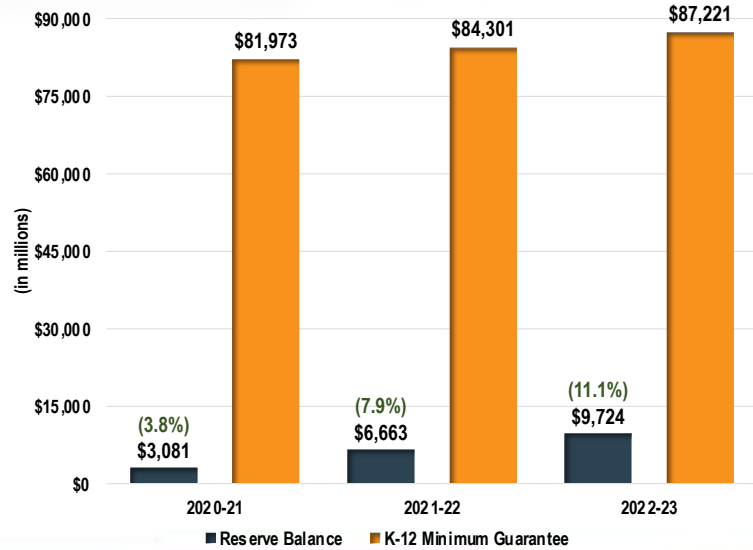


*Average daily attendance (ADA)

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposition 98 Reserve

- Proposition 2 (2014) requires the state to deposit funds into the Public School System Stabilization Account when certain conditions are met
- The 2022-23 Governor's Budget makes a required deposit for 2022-23 and adjustments to the deposits in prior years due to changes in state revenues
- When the reserve fund balance is at least 3% of the K-12 minimum guarantee, caps on local school district reserves are triggered

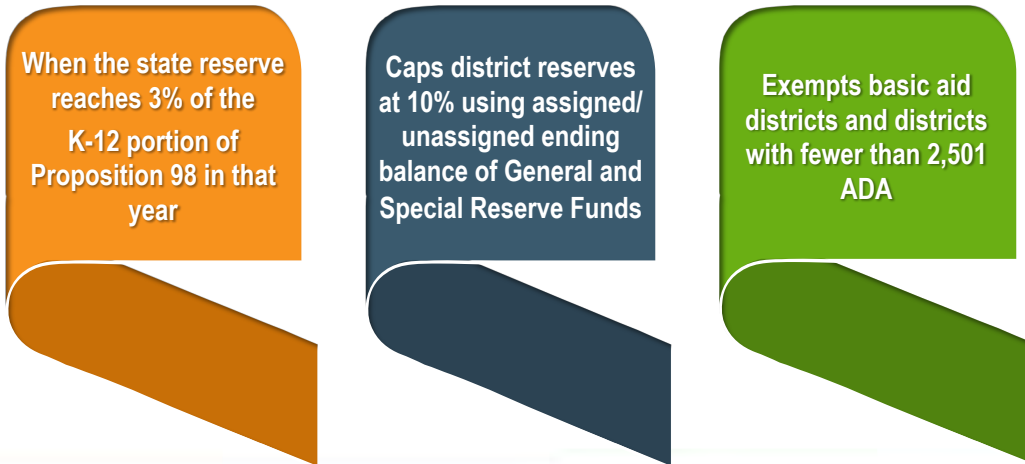


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Reserve Cap

- Senate Bill (SB) 751 (Chapter 674, Statutes of 2017) set the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves



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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Reserve Cap Compliance Ideas

- This is an unfortunate law as no district should be penalized for prudent fiscal management

Waiver from the county office of education (COE) for two consecutive years in three-year period

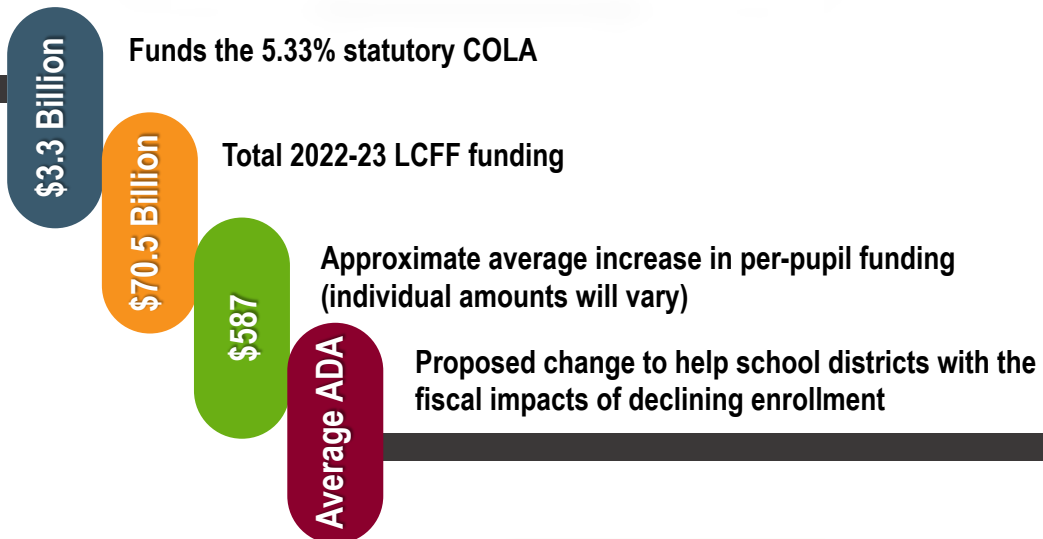
Commit resources, rather than assign



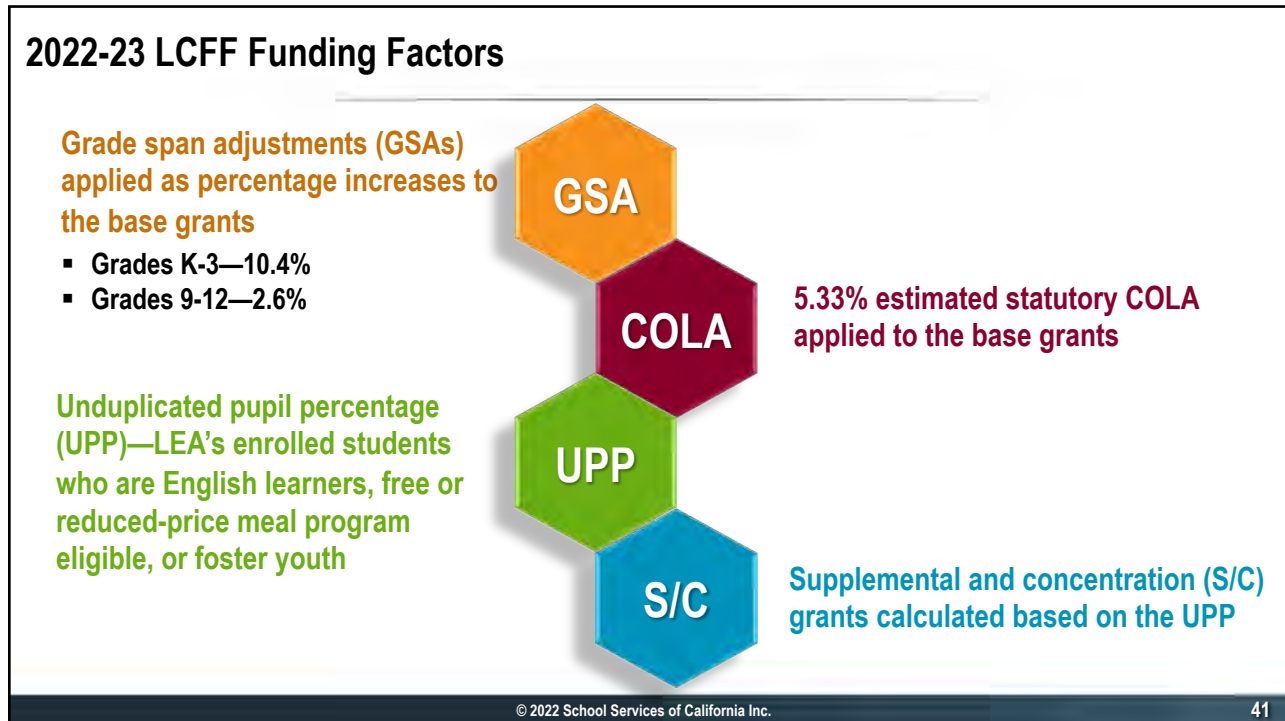
Move resources to other funds (e.g., Fund 20, 35, 40)

Contribute more to restricted programs (e.g., Routine Restricted Maintenance)

2022-23 LCFF Overview



Governor’s Proposals for the 2022-23 State Budget and K-12 Education



2022-23 LCFF Funding Factors

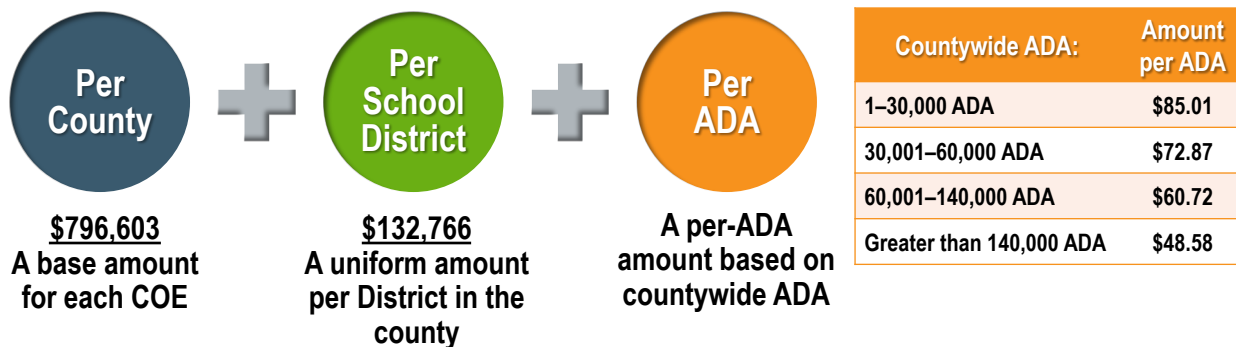
Grade Span	K-3	4-6	7-8	9-12
2021-22 Base Grant per ADA	\$8,093	\$8,215	\$8,458	\$9,802
5.33% COLA	\$431	\$438	\$451	\$522
2022-23 Base Grant per ADA	\$8,524	\$8,653	\$8,909	\$10,324
GSA	\$886	–	–	\$268
2022-23 Adjusted Base Grant per ADA	\$9,410	\$8,653	\$8,909	\$10,592
20% Supplemental Grant per ADA (Total UPP)	\$1,882	\$1,731	\$1,782	\$2,119
65% Concentration Grant per ADA (UPP Above 55%)	\$6,117	\$5,624	\$5,791	\$6,885

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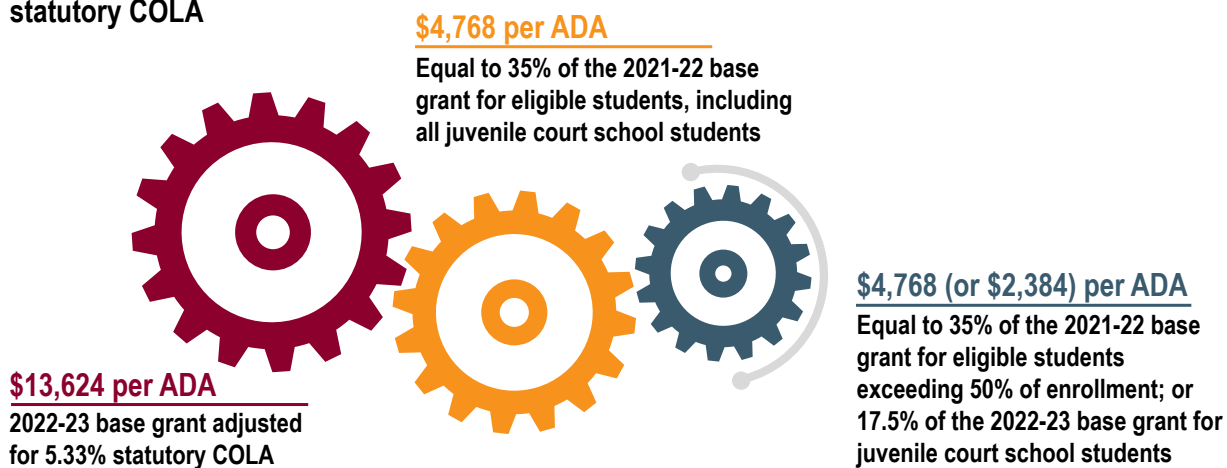
County Office of Education LCFF—Operations Grant

- The operations grant combines three components—each receiving the 5.33% statutory COLA



County Office of Education LCFF—Alternative Education Grant

- The alternative education grant is calculated on the following factors, including the 5.33% statutory COLA



UPP is based on eligible students enrolled in COE programs meeting eligibility criteria for supplemental and concentration grants

Governor's Proposals for the 2022-23 State Budget and K-12 Education

County Office of Education—Additional LCFF Funding

- COEs are provided additional LCFF state aid, increased by COLA each year, for LCAP support

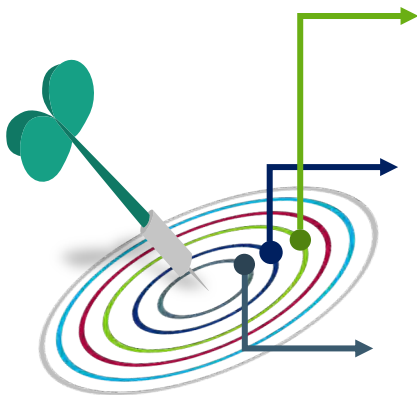


Notes

Governor's Proposals for the 2022-23 State Budget and K-12 Education

The Proposed State Budget and Local Agency Impacts

Multiyear Projections



Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756

Projections are anchored in reliable information as of the date of the projection—they are NOT forecasts

Projections will change any time the underlying factors change

Governor's Proposals for the 2022-23 State Budget and K-12 Education

SSC Financial Projection Dartboard

Planning Factors					
	2021-22	2022-23	2023-24	2024-25	2025-26
DOF Planning COLA	5.07%**	5.33%	3.61%	3.64%	3.62%
CalSTRS***	16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS***	22.91%	26.10%	27.10%	27.70%	27.80%
Unemployment Insurance	0.50%	0.50%	0.20%	0.20%	0.20%

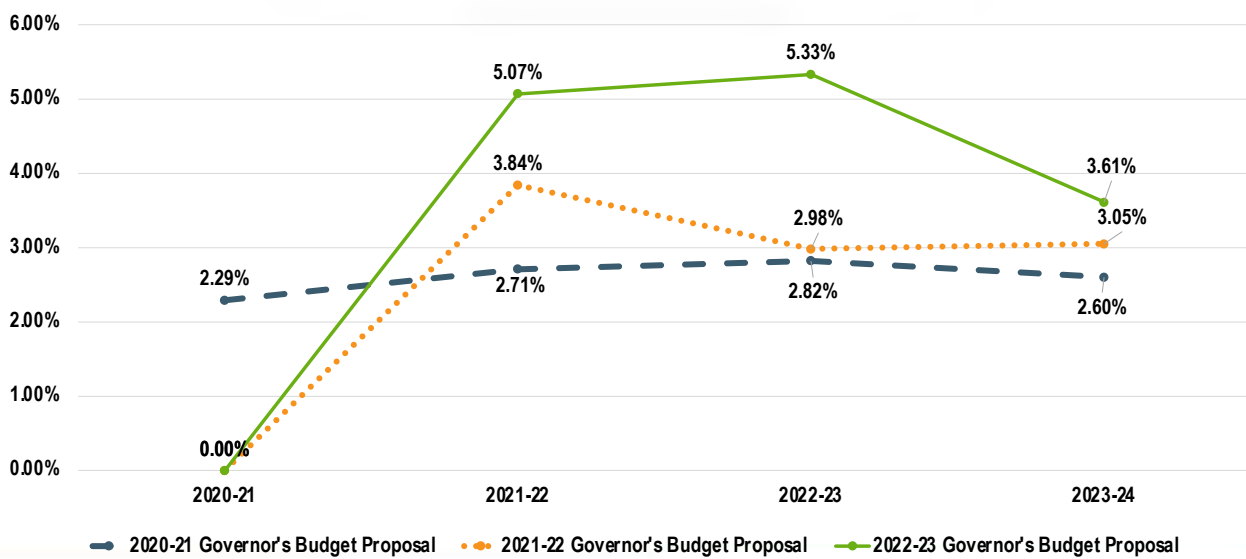
*Department of Finance (DOF)

**Calculated by compounding the unfunded COLA of 2.31% from 2020-21 and the statutory COLA of 1.70%, plus 1.00%, in 2021-22

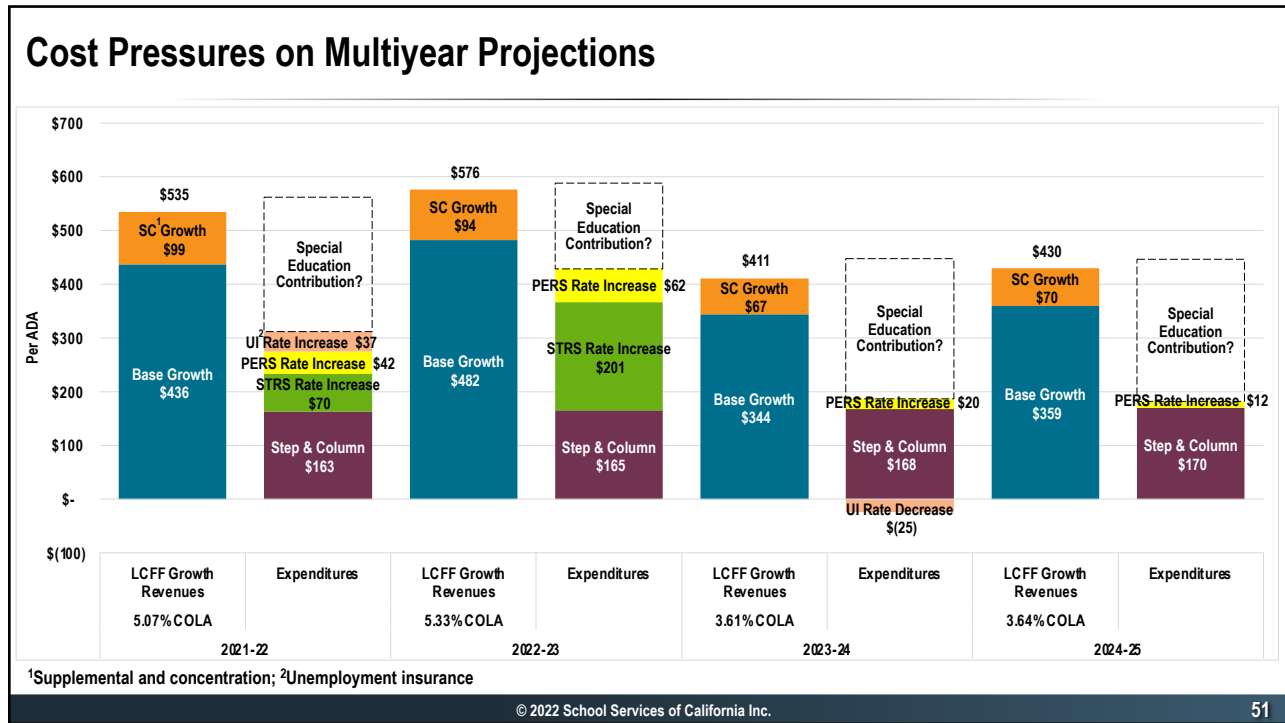
***California State Teachers' Retirement System (CalSTRS); California Public Employees' Retirement System (CalPERS)

- COLA is at higher levels
 - But so are the projected cost increases that are facing LEAs
- The journey the COLA has taken us on has been quite a wild ride

Ch... Ch... Ch... Changing COLAs

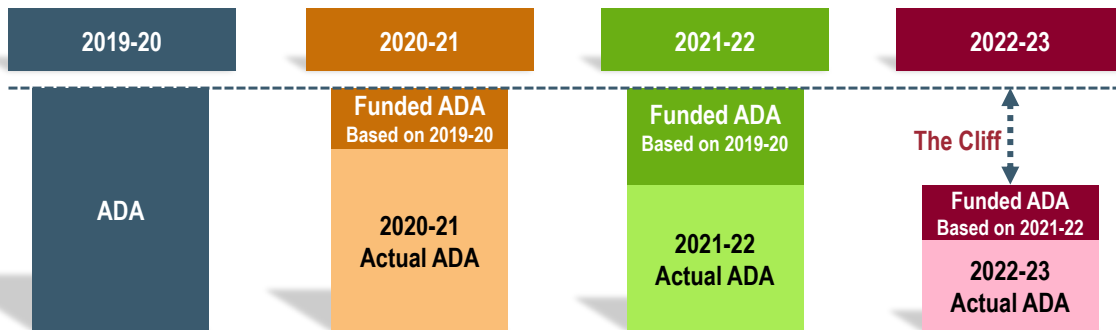


Governor’s Proposals for the 2022-23 State Budget and K-12 Education



2022-23 ADA “Cliff”

- The ADA “Cliff” has been well-publicized and the subject of many discussions
 - For charter schools and COEs, the impact is already being felt in 2021-22
- Good news—the Governor and Legislature are listening and hearing your collective voices

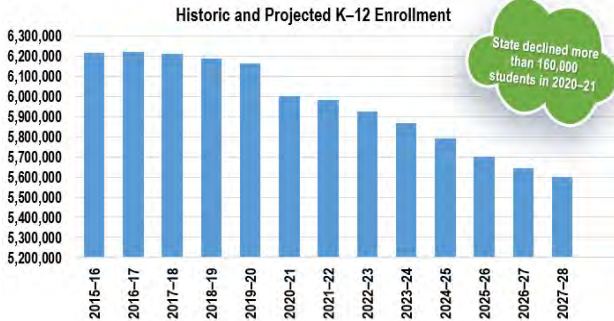


Governor’s Proposals for the 2022-23 State Budget and K-12 Education

2022-23 ADA “Cliff”

- The ADA “Cliff” has become a two-headed monster—the combination is significant

Declining Enrollment



Source: Department of Finance (DOF) Demographic Research Unit, revised June 2021
Actual enrollment data through 2020-21

ADA-to-Enrollment Percentage

- The rate at which children are attending school is on the decline
 - In Person
 - Independent study
 - Unsigned master agreements
 - Homework not returned in a timely manner

ADA Cliff—Proposed Solution

- Many solutions have been entertained, and the Governor included one additional option:

Current Law for School Districts

Education Code Section (EC §) 42238.05(a)(1) provides funding through the LCFF on the greater of:
Current Year ADA
 or
Prior Year ADA

Governor’s Proposal for School Districts

Funding would be based on the greater of:
Current-Year ADA,
Prior-Year ADA
 or
Computed average ADA using the prior three years’ ADA

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

ADA Cliff—Proposed Solution

- Hypothetical scenario for school districts

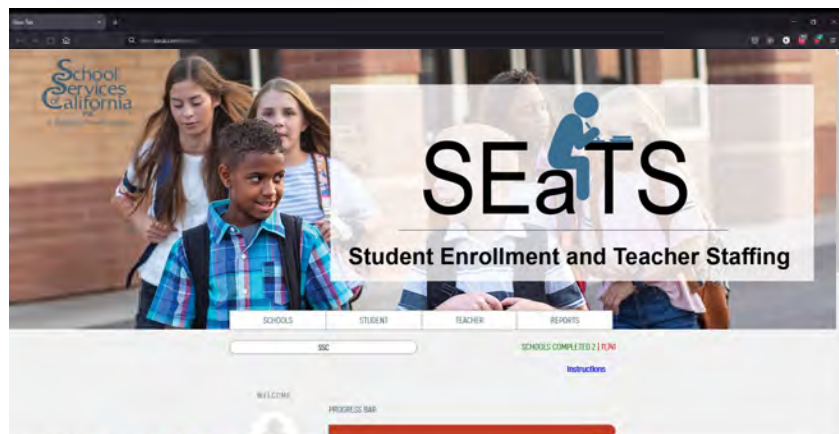
Fiscal Year	Actual ADA	Funded ADA for 2022-23	
2019-20	10,000	Current Law	9,500
2020-21	10,000*	Governor’s Proposal	9,833
2021-22	9,500	Difference	333
2022-23	9,250		

*Result of hold harmless

- Goal is to turn the ADA cliff into an ADA softer landing
- The proposed solution would not apply to charter schools, but the Governor intends to engage in outreach and discussions with interested charter school parties
 - No future changes were noted for COEs

SSC’s Student Enrollment and Teacher Staffing (SEaTS) Tool

- Powerful tool for scenario analysis
- Allows for the projection of enrollment using three common forecasting methods
- Incorporates TK as a standalone grade with phased implementation
- Calculates staffing demand by school site and helps establish minimum staffing levels



www.sscal.com/seats

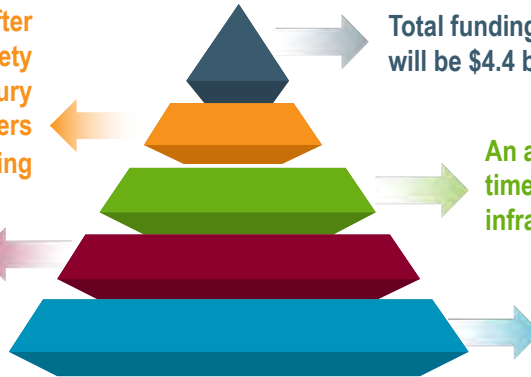
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Expanded Learning Opportunities Program

The largest investment in the Proposition 98 part of the Budget is an additional \$3.4 billion ongoing for the ELO Program

One-time rate increases for After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC) will be ongoing

Remember that resources can be braided— State Preschool, special education learning recovery funds, ASES, 21st CCLC



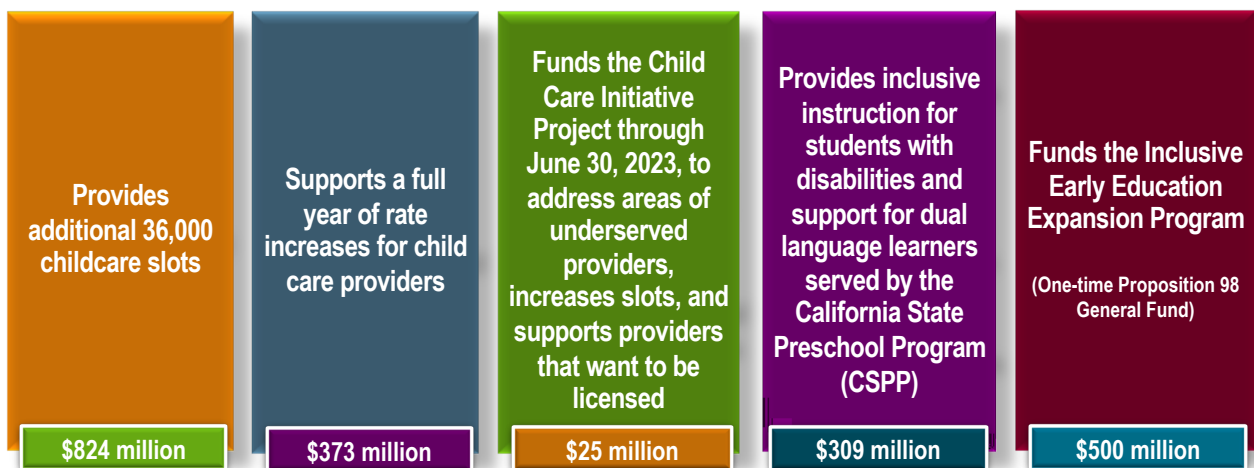
Total funding for ELO Program will be \$4.4 billion annually

An additional \$937 million one-time for ELO Program infrastructure

Statutory language will clarify that literacy tutors and arts and music programming can be incorporated as enrichment options for students

Child Care and Preschool

- Governor Newsom continues to implement the state’s Master Plan for Early Learning and Care



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Child Care and Preschool

- Governor Newsom proposes several programmatic changes for the CSPP
 - Establish categorical eligibility for age-eligible children with individualized education programs;
 - Twenty-four months of continuous eligibility; and
 - The ability of providers to enroll two-year-olds in their programs
- Governor Newsom rebenchcs Proposition 98 to accommodate the cost of expanding Transitional Kindergarten eligibility beginning in 2022-23
 - Within existing Proposition 98 funding, pays for the costs of lower classroom ratios



Child Care and Preschool Reimbursement Rates

- As the state transitions to a single reimbursement rate system that accommodates regional cost differences, beginning January 1, 2022, the General Child Care and State Preschool Reimbursement rates for direct contract providers will be based on the higher of the:



75th percentile of the 2018 market rate survey¹



Per-child reimbursement amount as of December 31, 2021²

¹2018 market rate survey results can be found at: <http://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrateattb.xlsx>

²Beginning in 2022-23, the 5.33% COLA will be applied.

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Early Literacy



\$500 million

Grants available over five years for high-needs schools to train and hire literacy coaches and reading specialists



\$200 million

Grants for LEAs to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction

New one-time investments focused on early literacy

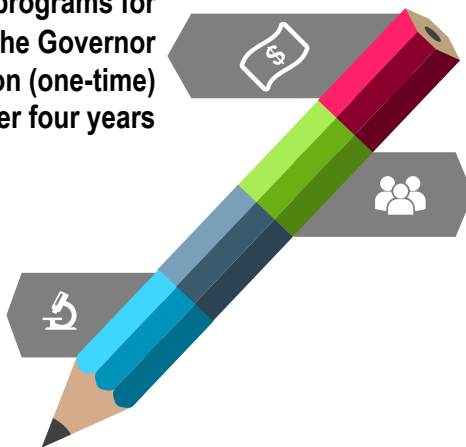
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Career Pathway Programs

To support the development of career pathway programs for critical job needs, the Governor proposes \$1.5 billion (one-time) over four years

Pathway programs focused on technology, health care, education, and climate-related fields



Programs are predicated on developing local partnerships that bring together school systems, higher education institutions, employers, and other relevant community stakeholders

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Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Dual Enrollment

- Dual enrollment allows high school students to take classes that count towards high school graduation and college credit
- Governor Newsom is proposing a one-time investment of \$500 million (over four years) to strengthen and expand student access and participation in dual enrollment opportunities
 - These opportunities would be coupled with student advising and support services



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Educator Workforce Investments

- The Governor’s Budget proposal reflects a continued commitment to strengthening recruitment efforts and increasing the number of qualified teacher candidates
- The investments build upon the \$2.9 billion multiyear package provided in the 2021 State Budget and include \$54.4 million in one-time Proposition 98 and General Fund dollars



Teacher Credentialing Fees

- \$24 million to waive teacher examination fees
- \$12 million to extend the waiver of select credentials fees



Recruit Diverse and Expert Teacher Workforce

- \$10 million to provide grants to develop integrated teacher preparation programs
- \$5.2 million to assist LEAs in improving recruitment and hiring practices
- \$2.3 million for CTC¹ career counselors and recruitment outreach programs



Substitute Flexibility

- Extends statute authorizing a substitute teacher to serve in a substitute teaching assignment for up to 60 cumulative days for any one assignment

¹Commission on Teacher Credentialing

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Governor’s Proposals for the 2022-23 State Budget and K-12 Education

School Facility Investments

- Governor Newsom proposes an unprecedented one-time General Fund appropriation of \$2.225 billion for school construction projects through the School Facility Program
- Also proposes an ongoing \$30 million Proposition 98 appropriation for the Charter School Facility Grant Program and to sell the remaining \$1.4 billion in Proposition 51 bonds

School Facility Program (in millions)		
	New Construction	Modernization
Unfunded (Workload) List	\$163.1	\$1,004.2
Acknowledged List	\$1,430.2	\$1,662.8

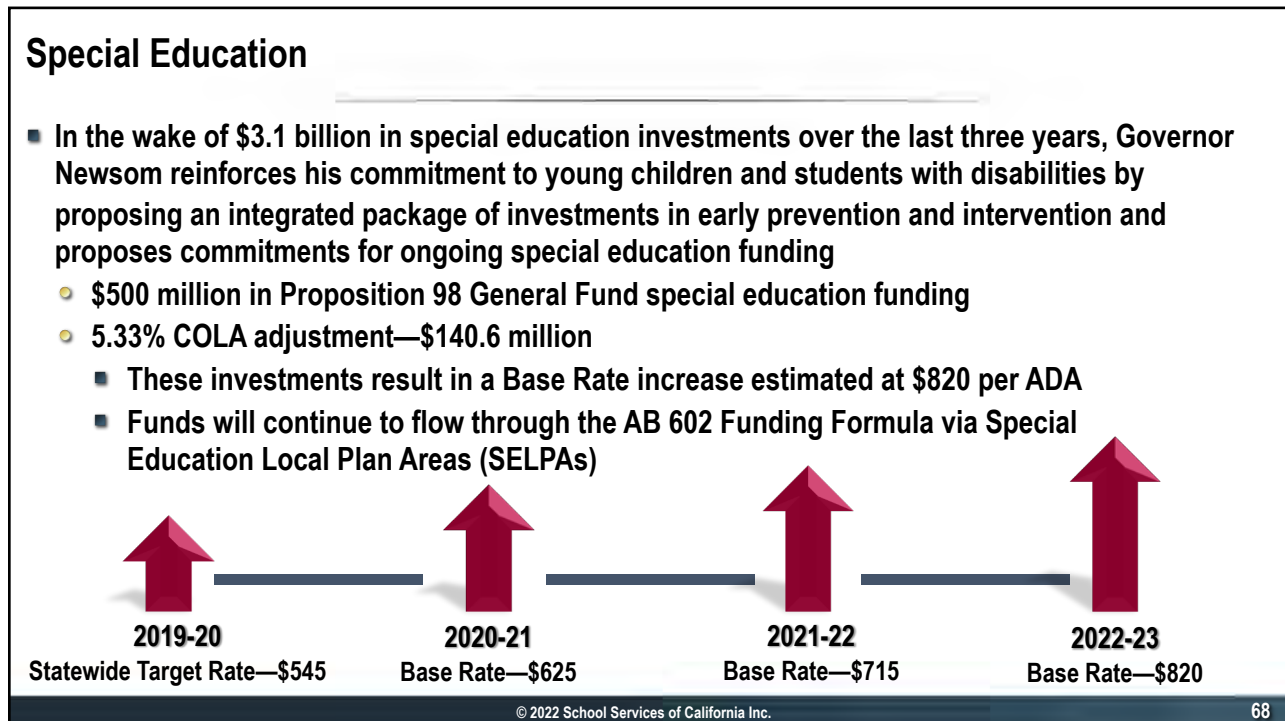
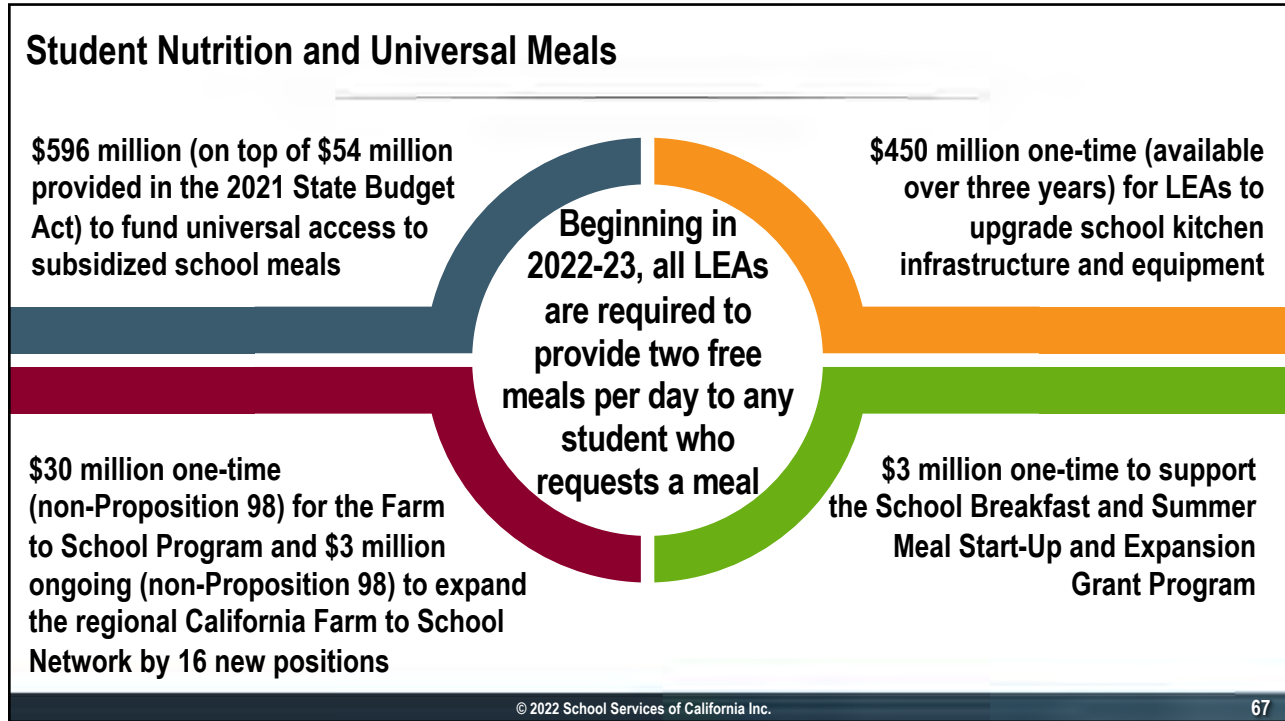
- The Governor’s appropriation would fund approximately 75% of the project applications received by the Office of Public School Construction that are beyond current bond authority

Transportation

- Governor Newsom is proposing \$1.5 billion one-time (available over three years) to support school transportation programs
 - LEAs to receive grants (of at least \$500,000) for the acquisition of electric school buses, construction of bus charging stations, and to support local school bus transportation needs
 - Priority would be given to LEAs with a high concentration of unduplicated pupils as well as small and rural LEAs
- The Governor is also proposing a workgroup to streamline the process of training and licensing new school bus drivers



Governor’s Proposals for the 2022-23 State Budget and K-12 Education



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposed Policy Adjustments for Special Education Funding Formula

- The 2019-20 State Budget called for policy changes underscoring the state's commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 million special education funding proposal:
 - **Amend** the special education funding formula to calculate special education base funding allocations at the LEA level rather than the SELPA level
 - **Consolidate** special education extraordinary cost pools into a single \$6 million pool
 - Two \$3 million cost pools currently exist, including one targeted for small SELPAs
 - Reimbursements are for amounts above the cost threshold and are typically less than 40% of requested reimbursement
 - **Allocate** Educationally Related Mental Health Services funding directly to LEAs
 - Allowable use of these funds expanded in 2020-21 to any behavioral or mental health service

Special Education Proposed Policy Amendments

- Incorporate a **Special Education Addendum** to the Local Control and Accountability Plan (LCAP)
 - Link special education and general education planning
 - Target inclusion of parents of students with disabilities in the LCAP development process
- Create a special education resource lead to develop comprehensive Individualized Education Program (IEP) best practices and establish an expert panel to create a **model IEP template**
- Establish an **alternate diploma** and alternative coursework options for students with disabilities to demonstrate completion of the state graduation requirements

Preliminary workgroup results for a model IEP template and pathways to an alternate diploma were posted in December 2021 by the California Department of Education

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Early Childhood Impact

- Substantial investments in TK and universal Pre-K provide access to early prevention and intervention supports, including literacy and inclusive services for thousands of California young children
 - National Forum on Early Childhood Policy and Programs has found that high-quality early childhood programs can yield a \$4-\$9 dollar return per \$1 invested
 - Participation in high-quality early care can help children avoid special education, grade repetition, early parenthood, and incarceration—all outcomes that imply large costs for government and for society*
 - Children and parents who participate in programs are more likely to be employed; thus, revenue from their taxes and enhanced buying power can positively contribute to the economy*

*Center for High Impact Philanthropy, 2015 Invest in a Strong Start for Children

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Special Education Impact—Early Education Investments

- Inclusive Early Education Expansion Program
 - \$500 million one-time for infrastructure necessary to support general and special education students in inclusive classrooms
- Early Identification
 - \$2 million one-time (General Fund) to incorporate early identification for learning disabilities into preschool assessment tools, including a process for follow-up by expert evaluators
 - \$60 million one-time (Proposition 98) to provide training for educators on effective use of these tools
- Preschool
 - \$110.6 million for the State Preschool Program to fund new requirements for providers that at least 10% of students served are students with disabilities

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What's Not in the Proposed Budget

Additional Pension Relief
The state's contribution to subsidize employer rates has run out
Both pension plans are projecting 2%+ increases in 2022-23

Augmented COLA
The current projected COLA of 5.33% reflects the estimated statutory COLA (i.e., minimum required by law)

UPP Solutions
Implementation of universal meals will likely have an immediate and direct impact on UPP

Notes

SSC School District and Charter School Financial Projection Dartboard 2022-23 Governor's Budget

This version of School Services of California Inc.'s (SSC) Financial Projection Dartboard is based on the 2022-23 Governor's Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA ¹	1.70%	5.33%	3.61%	3.64%	3.62%
Planning COLA	5.07% ²	5.33%	3.61%	3.64%	3.62%

LCFF GRADE SPAN FACTORS FOR 2022-23				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA at 5.33%	\$431	\$438	\$451	\$522
2022-23 Base Grants	\$8,524	\$8,653	\$8,909	\$10,324
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$886	–	–	\$268
2022-23 Adjusted Base Grants ³	\$9,410	\$8,653	\$8,909	\$10,592

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2021-22	2022-23	2023-24	2024-25	2025-26
California CPI		5.78%	3.69%	2.90%	2.75%	2.60%
California Lottery	Unrestricted per ADA	\$163	\$163	\$163	\$163	\$163
	Restricted per ADA	\$65	\$65	\$65	\$65	\$65
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.54	\$35.79	\$37.09	\$38.43
	Grades 9-12 per ADA	\$63.17	\$66.54	\$68.94	\$71.45	\$74.04
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.13	\$18.78	\$19.46	\$20.16
	Grades 9-12 per ADA	\$47.84	\$50.39	\$52.21	\$54.11	\$56.07
Interest Rate for Ten-Year Treasuries		1.93%	2.50%	2.90%	3.00%	2.60%
CalSTRS Employer Rate ⁴		16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴		22.91%	26.10%	27.10%	27.70%	27.80%
Unemployment Insurance Rate ⁵		0.50%	0.50%	0.20%	0.20%	0.20%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁴California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2021-22 were bought down by a prior year \$2.3 billion payment from state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

⁵Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 State Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

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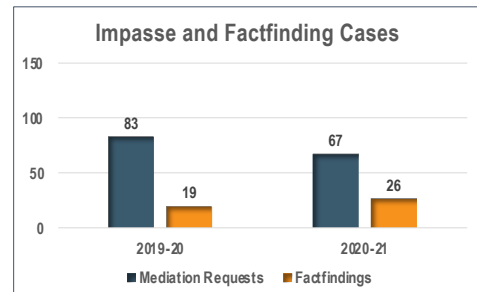
Other Operational Considerations

The Collective Bargaining Landscape

- With the spotlight on employee recruitment and retention, the bargaining table experienced an intensified focus on employee compensation
- One-time emergency funding provides opportunity to address compensation, but in some cases, the need outweighs the resources available



During fiscal year 2020-21, the Public Employment Relations Board (PERB) received 67 impasse requests, with the number of mediation requests decreasing from the prior year—but a higher number continued to factfinding

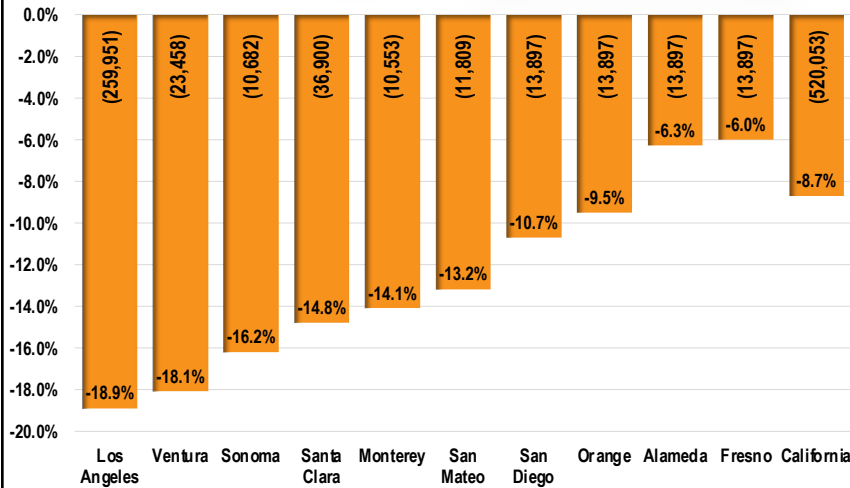


Source: PERB 2020-21 Annual Report

While the number of LEAs that settled at the local bargaining table is good news, it is important to maintain focused on the fiscal implications in the out years of bargaining agreements made to address today's challenges

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Declining Enrollment Projections 2021-22 to 2030-31



- Most areas in the state are affected by declining enrollment, but to differing degrees:
 - 10 counties are projected to lose 10,000 or more students between 2021-22 and 2030-31
 - 19 counties will lose students at a rate faster than the statewide average of 8.7%
- Enrollment trends for each LEA are unique to the community and student populations they serve
- Enrollment trends impact the bottom line—in the current year and the out-years

Source: Department of Finance

Collective Bargaining Challenges—Declining Enrollment

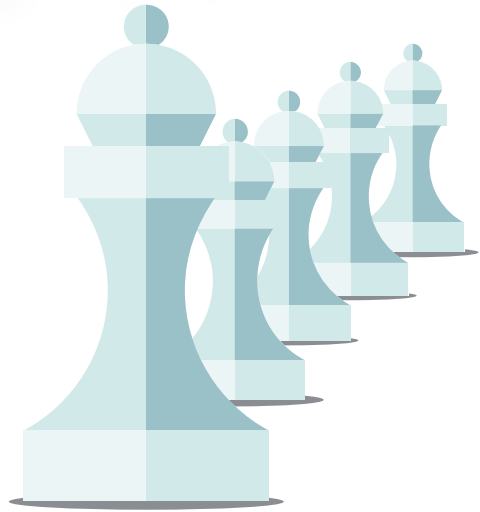
- In LEAs experiencing declining enrollment, there may be the need to make staffing and operational adjustments, despite having received a COLA

5% LCFF COLA Scenarios—Example		
	No Enrollment Change	2.5% Decline
Description	District 1	District 2
Prior-Year Funded ADA	10,000	10,000
Prior-Year \$ Per ADA	\$10,000	\$10,000
Prior-Year Total	\$100,000,000	\$100,000,000
Current-Year Funded ADA	10,000	9,750
Current-Year \$ per ADA	\$10,500	\$10,500
Current-Year LCFF Dollars	\$105,000,000	\$102,375,000
Percentage Increase	5.00%	2.375%

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Operational Advice—Collective Bargaining Key Communication

- Communicating the fiscal impact of COLA, step and column, health and welfare increases, salary increases, and other significant expenditures at the bargaining table is critical
- The augmented LCFF and infusion of targeted and restricted dollars signal a change in LEA funding—not all funds are available for personnel expenditures
 - Inform the school community by including detailed financial information to explain the “what” the “why” and the “when”



Some recognition is needed by both management and employee groups that we are in this together, the parties have more things in common than not—navigate the moving pieces together!

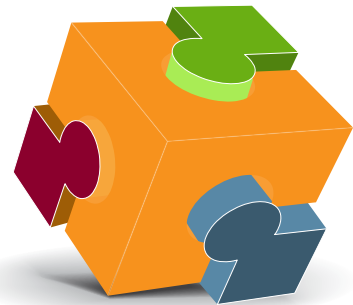
Collective Bargaining and the Impact of AB 438

What’s the same?

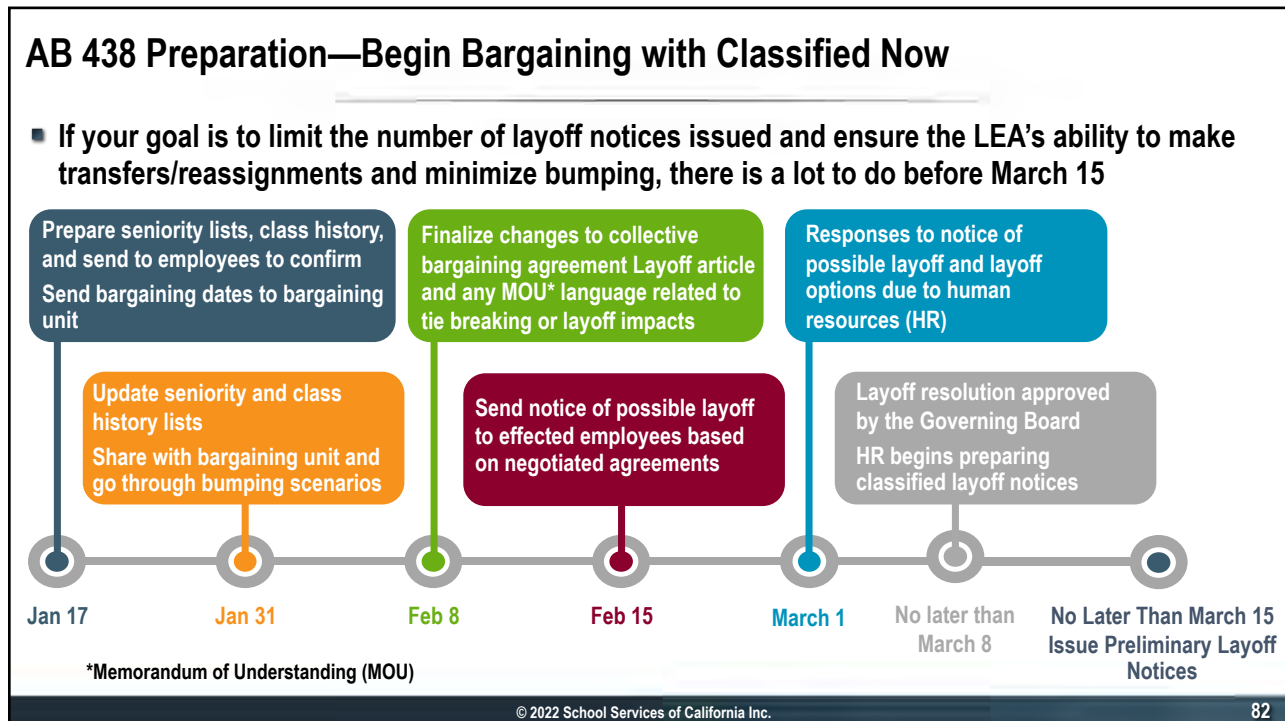
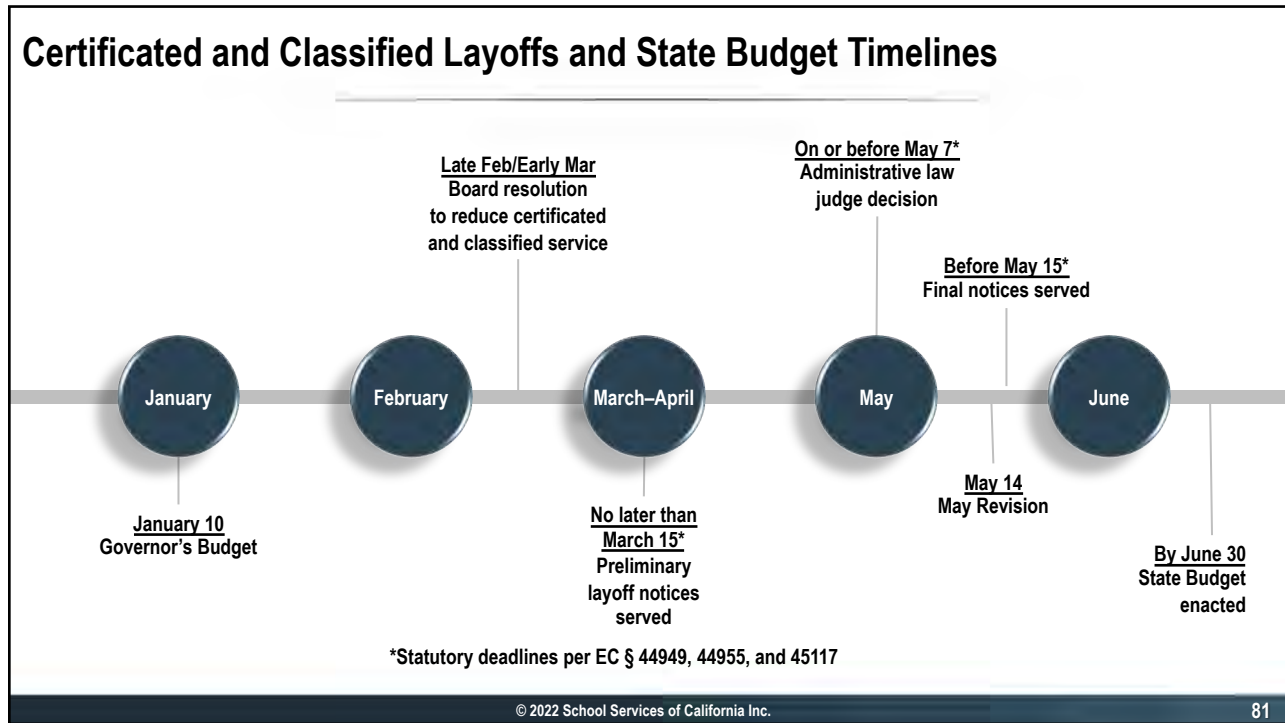
- The following have always been negotiable:
 - Decisions to reduce classified positions in assigned time
 - The definition of seniority
 - Bumping rights

What’s changed with the passage of AB 438?

- What’s negotiable hasn’t changed
- AB 438 will require LEAs to renegotiate their layoff articles which are based upon the 60-day layoff process contained in the old EC § 45117
- There are a few new things to consider bargaining, such as
 - Breaking ties in seniority
 - Assignment and reassignment language
 - A “No Partial FTE” bumping rule



Governor’s Proposals for the 2022-23 State Budget and K-12 Education



Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Employment Trends—Recruitment and Retention Stressors

Many HR departments are under extreme pressure to meet new (and old) staffing demands by hiring new employees

Staffing shortages are no longer limited to areas such as math and special education—they exist throughout the LEA in both certificated and classified ranks



LEAs tend to lean towards traditional practices, but this moment calls for reframing the approach to recruitment

Remember: Vacant positions do not contribute to the instructional program, provide support services, or contribute to operational efficiency and compliance efforts

It is important to understand your data—determine how many employees are resigning and identify the job classifications that reflect a high turnover risk

The Great Resignation of 2021

- During the last year of the COVID-19 pandemic, workers leaving their jobs has become the predominant workforce trend
- This phenomenon has been described as “The Great Resignation,” or the “Big Quit”
 - Data from the U.S. Bureau of Labor Statistics confirms that The Great Resignation is happening across all industries

4.3 million employees quit their jobs in August—this was a record-breaking month

This rate represents 2.9% of the entire workforce

Total voluntary separations increased in November 2021 to 4.5 million

The resignation rate of 3% represents one of the highest rates in 2021

Resignation increases were reflected in food services, health care, transportation, warehousing, and utilities

National state and local education separations were 0.9% in November 2021

Source: U.S. Bureau of Labor Statistics

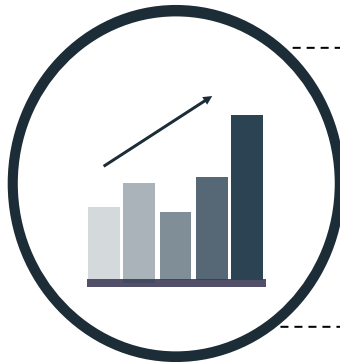
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Are California Educators Retiring Early?

In February 2021, CalSTRS published correspondence indicating that there was an uptick in teacher retirements between 2019 and 2020

In the second half of 2020, the number of retirements increased 26% over the same period in 2019

CalSTRS reached out to the recent retirees in 2020-21 with a survey to learn more about the decision to retire



The survey presented two questions:

- Did you decide to retire earlier than planned?
- If so, what contributed to your decision?

62% of respondents indicated that they retired earlier than planned

Top three reasons for early retirement:

- 56%: Challenges of teaching during the COVID-19 pandemic
- 35%: Did not want to work remotely
- 35%: Risk of exposure to COVID-19

Source: CalSTRS

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The Teacher Shortage

The teacher pipeline has not been immune from The Great Resignation, which has exacerbated an existing dismal recruitment landscape

- The heart of the problem is that the teacher shortage results in California students in classrooms staffed by substitutes and teachers who are not fully prepared to teach
 - Additional staffing needs and employee leaves brought on by the pandemic, have stressed substitute pool levels to an all-time low



- The Governor’s Budget recognizes the teacher shortage by infusing funding into numerous teacher candidate pathways
 - The outcomes of building the pipeline now will not be immediate as we wait for teacher candidates to complete their training programs

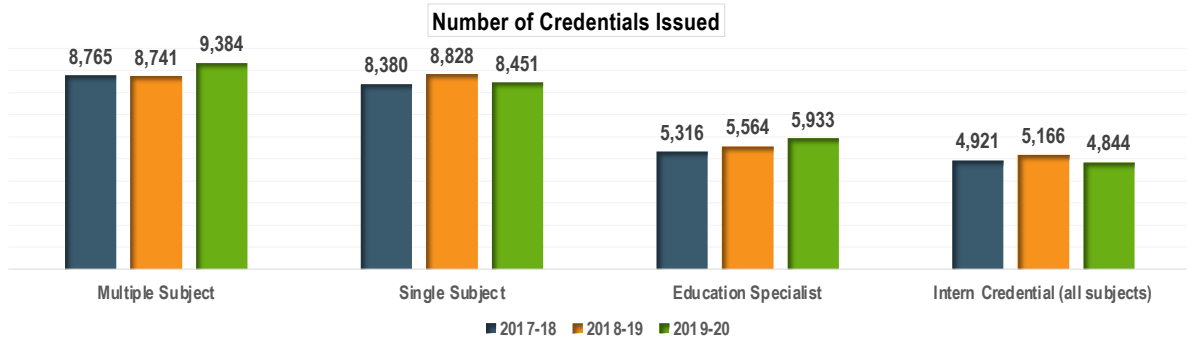
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The Teacher Shortage—Is There Progress?

- Despite the demand for more educators, the number of credentials issued over a three-year period does not indicate that the number of highly qualified teachers entering the workforce is keeping pace with the demand
 - Multiple Subject and Educational Specialist credential issuances reflect an increase while Single Subject and Intern credentials issued (all subject areas) decreased



Source: California Commission on Teacher Credentialing

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Educator Employment Trends: The Road Ahead

Historically, CalSTRS retirement data has experienced an uptick during unprecedented events or during periods of economic distress

The largest number of CalSTRS service retirements on record was in 2009-10 during the Great Recession

The data indicates that the increased attrition rates experienced during the pandemic are similar to past numbers during times of economic distress

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Addressing Staffing Shortages: Operational Advice

- Workforce shortages require a strategic recruitment approach—focus on the factors within your control and remove internal practices which create barriers in your ability to hire

Employment Requirements	Recruitment Procedures	Job Descriptions and Organizational Structures
<ul style="list-style-type: none"> • Examine testing requirements to determine if the test aligns with the assigned work • Ensure application requirements reflect the job qualifications • Identify application requirements that are eliminating candidates from consideration and remove them 	<ul style="list-style-type: none"> • Evaluate recruitment cycles and minimize processing time for new hires by utilizing technology • Address contract language that is restrictive and limits internal transfers and reassignments • Set standards to prioritize recruitment within the HR department 	<ul style="list-style-type: none"> • Update job descriptions for legal compliance and to reflect the current work requirements of positions • Reorganize departments experiencing high turnover due to organizational challenges or staffing misalignments

National employment trends and other external factors will influence recruitment capabilities—consider restructuring existing positions to fulfill current needs

Employee Compensation Trends

- In response to the pervasive workforce shortages, the employment landscape has experienced an uptick in the examination of LEA recruitment profiles
- Compensation structure is an essential component of the recruitment profile, but it is not the only detail that is important
 - Salary schedules for all classifications are interconnected and influence promotional compensation and retention factors
 - Examining compensation is more than simply increasing salary across the schedules



Communication regarding specific compensation details which require consideration will demonstrate an intentional approach to addressing employee compensation

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Operational Advice: Employee Compensation Analysis

- Employee compensation includes essential components and there is not a one size fits all when it comes to LEA compensation structures
 - Compensation programs are largely related to funding configurations of an LEA
 - It is imperative that the cost of salary schedule changes is shared along with the identified funding source—include the long-term fiscal implications

Compensation Component	Operational Consideration
Salary Schedule Compaction	Are the salaries of lower classifications approaching or exceeding the salary of higher classifications?
Squared salary schedules	Is salary schedule movement equal? Do employees experience variance in compensation increases when they advance on the salary schedule?
Stipends	Are they offered for honorarium degrees and/or hard to fill positions?
Longevity programs	Longevity is a powerful retention tool—is the required duration of employment too long to reward longevity?
Initial salary placement practices	Adjust initial salary placement practices to enhance recruitment efforts

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Minimum Wage

- Starting January 1, 2022, state minimum wage increases to:
 - \$15.00 per hour for employers with *more than* 25 employees
 - \$14.00 per hour for employers with *fewer than* 25 employees

Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120	\$4,853	\$58,240
\$15.00/hour	January 1, 2022	January 1, 2023	\$1,200	\$5,200	\$62,400

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Minimum Wage

Legislative Proposals
Be on the lookout for legislative proposals and/or ballot initiatives on the horizon

Ordinances
There are many cities and counties in California with [minimum wage ordinances](#) requiring a higher minimum wage than the state; therefore, employers must follow the stricter standard that is most beneficial to employees

Minimum wage at \$15.00 per hour
After the state minimum wage reaches \$15.00 per hour for all employees, the rate will be adjusted annually for inflation based on the national consumer price index for urban wage earners and clerical workers*

Employers Are Required by Law to Comply
Salary schedules which illustrate wages below the minimum wage, even if no employees are paid that wage, are detrimental to an LEA’s recruitment capabilities—salary schedule cells that are below the minimum wage should be removed

*California Department of Industrial Relations FAQ: https://www.dir.ca.gov/dlse/sb3_faq.htm

CalPERS Employer Contribution Rates

- Governor Newsom did not propose providing relief towards the CalPERS for LEAs
- Based on the latest information from CalPERS, the employer contribution rate for 2022-23 would increase from the current rate of 22.91% to 26.10%

	Actual		Projected			
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Employer Contribution Rate	22.91%	26.10%	27.10%	27.70%	27.80%	27.60%

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

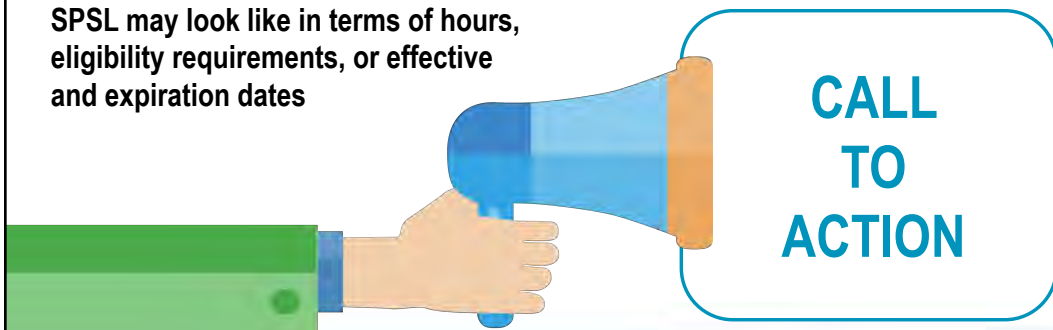
CalSTRS Employer Contribution Rates

- Similar to CalPERS, the Governor does not include any new funding towards the CalSTRS for LEAs
- SSC recommends that LEAs anticipate a CalSTRS employer contribution rate of 19.10% in 2022-23 based on the best information available to date from CalSTRS
 - An increase of 2.18% compared to what LEAs are currently contributing in 2021-22 at 16.92%

Effective Date	CalSTRS Funding Plan Increases	
	Rate	Year-over-year change
July 1, 2013	8.25%	No increase since 1986
July 1, 2014	8.88%	0.63%
July 1, 2015	10.73%	1.85%
July 1, 2016	12.58%	1.85%
July 1, 2017	14.43%	1.85%
July 1, 2018	16.28%	1.85%
July 1, 2019	17.10%	0.82%
July 1, 2020	16.15%	-0.95%
July 1, 2021	16.92%	0.77%
July 1, 2022	19.10%	2.18%

COVID-19 Employment Reminders

- Due to the rise in COVID-19 cases, the Governor’s Budget calls for early action by the Legislature to protect the state’s workforce by modifying the previous COVID-19 Supplemental Paid Sick Leave (SPSL) provided for in SB 95 (Skinner, Statutes of 2021)
 - Provided 80 hours of COVID related sick leave
 - Expired September 30, 2021
- Beyond the call to action, the Governor’s Budget is silent on what modifications to the previous SPSL may look like in terms of hours, eligibility requirements, or effective and expiration dates



Governor's Proposals for the 2022-23 State Budget and K-12 Education

COVID-19 Employment Reminders

Until we know more, LEAs need to continue providing employees who are positive for the virus or who had close contact with a laboratory-confirmed COVID-19 case at work, home, or in the community with any available paid or unpaid leaves



- Available sick leave
- Extended illness leave
- Other paid leaves negotiated locally
- Workers' Compensation leave if applicable

2022-23 Independent Study

- Independent study continues to be the remote instruction alternative to in-person instruction available to LEAs to generate ADA
- Few, although significant, changes to independent study for 2022-23 include:
 - Flexibility in the timeline to obtain signed independent study master agreements will continue into 2022-23
 - Synchronous instruction can count for instructional time in traditional independent study programs beginning in 2022-23



Governor's Proposals for the 2022-23 State Budget and K-12 Education

2022-23 Independent Study

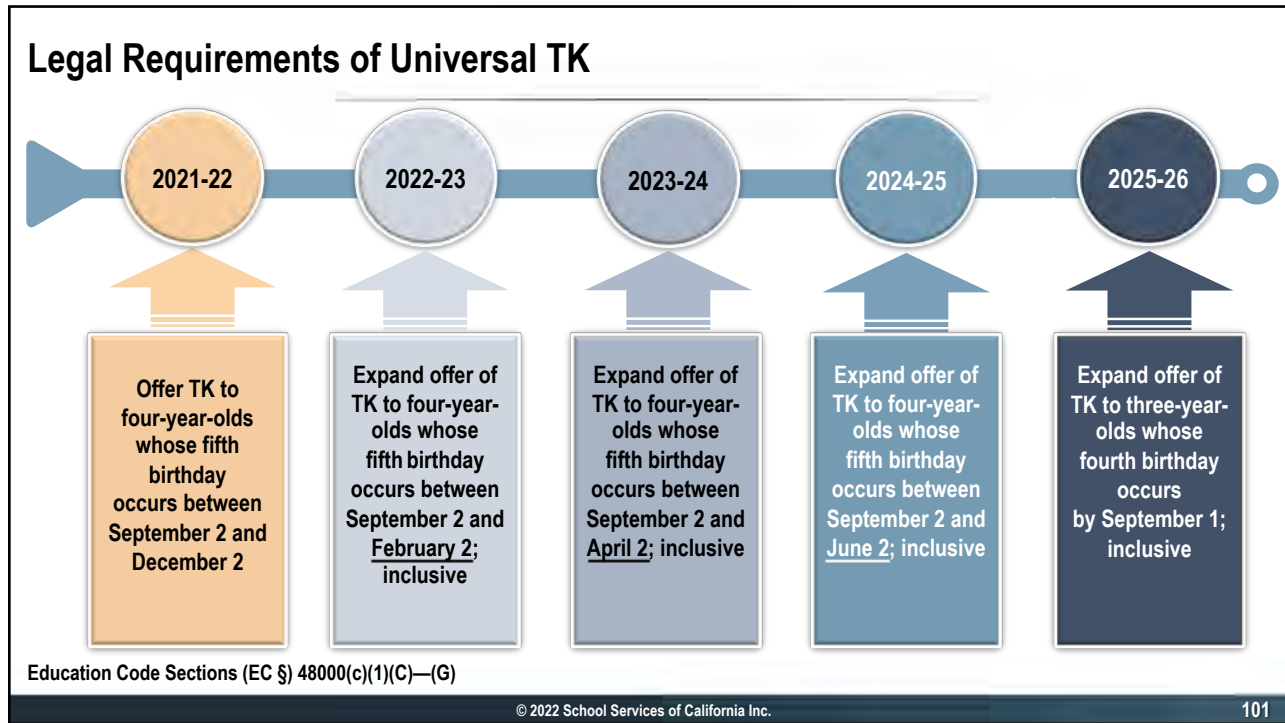
- Further clarification is needed for independent study for 2022-23
 - The Governor's Budget indicates that independent study will continue to be an option for LEAs in 2022-23, but will the mandate to offer independent study continue into 2022-23?
 - What are the parameters around including synchronous instruction in instructional time for traditional independent study?
 - Is the time based on individual student participation or length of time assigned in synchronous instruction?
 - New recordkeeping requirements?
 - How will this impact charter schools, who do not have a minimum day requirement?

We anticipate these questions will be answered in the trailer bill and discussed throughout the budget negotiations

Late School Start Time Impacts/Operations

- Five months before COVID-19 shuttered schools, Governor Newsom signed SB 328 (Portantino, Statutes of 2019), which requires the school day for middle schools and high schools (including charter schools) to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively
 - Implementation of the law was long on the horizon, taking effect July 1, 2022, or upon the expiration of a collective bargaining agreement that was in place as of January 1, 2020, whichever is later
 - While the greater education community opposed this bill and sought changes in 2020 and 2021, the bill is set to go into effect as signed
- To implement SB 328, LEAs should consider:
 - Configuration of transportation services, including feeder school start and end times, athletic trips, and after school programs
 - Food services programs, including if breakfast service needs to be pushed back
 - Whether their schools meet a definition of "rural" and are therefore exempt (See *Fiscal Report* article "Late School Start Time Law and the Rural School District Exemption")

Governor’s Proposals for the 2022-23 State Budget and K-12 Education



Staff Authorizations for Serving Four-Year-Olds

- Four-year-olds can be, and often are, served in several programs in an LEA—State Preschool, TK and even kindergarten classes—each with different certification requirements for staffing
 - This blurs the lines for HR departments when it comes to monitoring certifications and qualifications, but can also be leveraged for and with combination classes

Preschool Teacher	Teacher Permit or higher under the Child Development Permit Matrix, issued by the CTC
TK Teacher	Multiple subject credential issued by the CTC Beginning August 1, 2023, additional requirements will apply
Kindergarten Teacher	Multiple subject credential issued by the CTC

Operational Advice: Review personnel records to determine if educators in preschool programs hold a multiple subject credential—they may qualify through the professional experience requirement

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Governor's Proposals for the 2022-23 State Budget and K-12 Education

TK Certification Requirements

- EC § 48000(g)(4) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015, to have one of the following by August 1, 2023:
 - At least 24 units in Early Childhood Education, or childhood development, or both
 - Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
 - Child Development Teacher Permit issued by the CTC

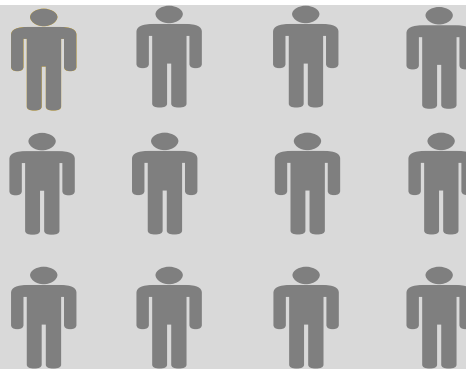
Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, on or before July 1, 2015, is “grandfathered in” to teach TK without having to meet the additional unit requirement for TK teachers set forth in EC § 48000(g)

Classroom Staffing

- Law requires a maximum of 12 students per adult
 - Reduced to 10 students per adult if additional funding is provided in 2023-24
- Maintain an average class enrollment of not more than 24 pupils per school site in TK classrooms



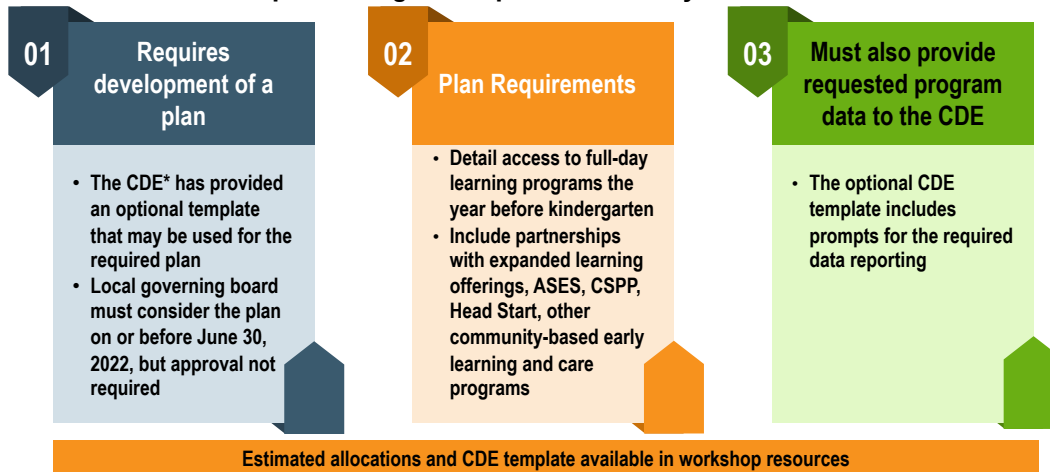
TK Teacher



Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Prekindergarten Planning and Implementation Grant

The 2021 Budget Act included \$200 million to help LEAs expand access to high quality prekindergarten options for four-year-olds



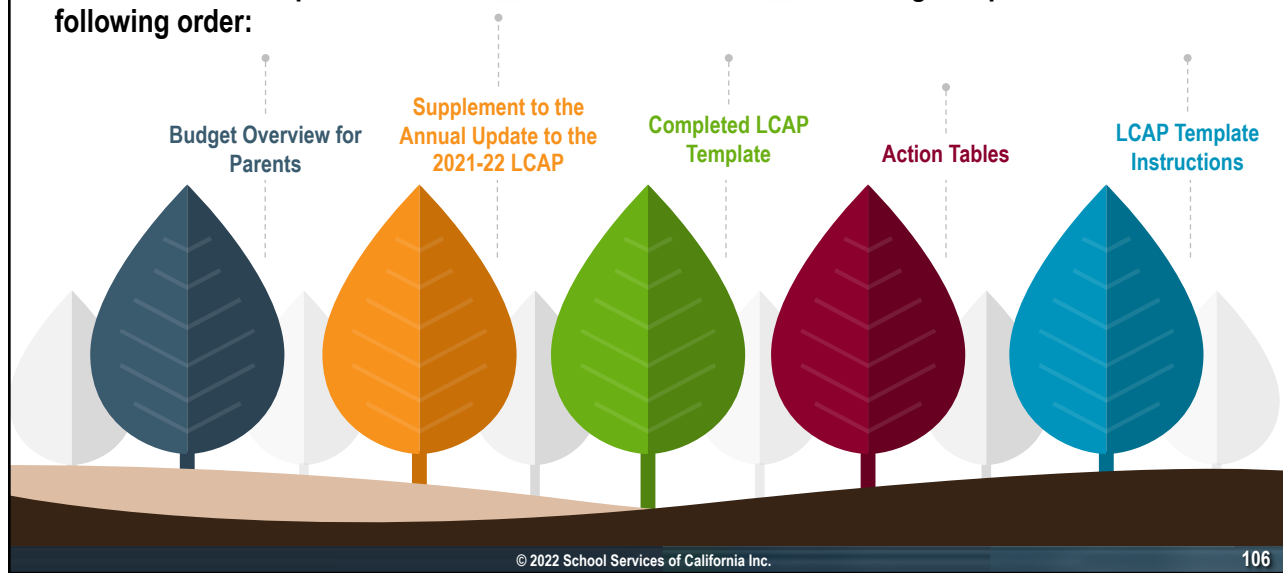
*California Department of Education (CDE)

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2022-23 LCAP and 2021-22 LCAP Supplement

- The LCAP must be posted as one document and include the following components in the following order:



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Governor’s Proposals for the 2022-23 State Budget and K-12 Education

2022-23 LCAP—What’s New?

- This is the second year of the three-year LCAP

Required goals for consistently low-performing student group(s) and low-performing school(s)

LCFF carryover increases the minimum proportionality percentage

Additional LCFF concentration grant

Goal Analysis replaces former annual update

Action Tables updated and expanded to reflect the above new requirements

2021-22 Supplement—What’s Due

LEAs are required to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents” **on or before February 28, 2022**, at a regularly scheduled meeting, which includes one-time supplement as well as all available mid-year outcome data related to metrics and mid-year expenditure and implementation data included in the 2021-22 LCAP

- There is only one template—[Supplement to the Annual Update to the 2021-22 LCAP \(Supplement\)](#)
- LEAs are not being asked to update the 2021-22 LCAP annual update nor the budget overview for parents separately
- There is no separate template or specific document that an LEA must use when providing mid-year outcome and expenditure data—at discretion of LEA
- Supplement will be part of the review, adoption, and approval process for the 2022-23 LCAP

Governor's Proposals for the 2022-23 State Budget and K-12 Education

A-G Completion Improvement Grant Plan

EC § 41590 requires LEAs to *develop* a plan on or before April 1, 2022

The law requires LEAs to discuss the plan at a regularly scheduled board meeting to ensure community input before the plan is adopted in a *subsequent* regularly scheduled board meeting



Note that the law does not establish deadlines for either the board meeting at which the plan is to be discussed nor the board meeting during which it is adopted

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A-G Completion Improvement Grant Plan

- The A-G Completion Improvement Grant Plan requirements must include:

1 Increase/Improve Services
How the grant funds will increase or improve services for an LEA's unduplicated students to improve their A-G eligibility

2 Retake A-G Courses
Number of students identified for retaking A-G courses that they did not pass in the spring semester of 2020 or at any time during the 2020-21 school year

3 Supplement not Supplant
How the plan and described services supplement, and do not supplant, services included in an LEA's LCAP and its AB 86 Expanded Learning Opportunities Grant Plan

4 Access
Describe access for all students, particularly unduplicated students, to A-G courses approved by the University of California

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Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Summary of Plans for Categoricals

- A new era is here—additional funding equals more plans
- To assist with tracking, SSC has summarized the required plans, including the approval requirements

Plan	Link to Plan Template/More Information	Deadline
LCAP Supplement	https://www.cde.ca.gov/re/lc/	Consideration by local governing board by February 28, 2022
A-G Completion Improvement Grant	To be determined EC § 41590(f)	Develop a plan by April 1, 2022; discuss and adopt (two separate meetings)—dates to be determined
Pre-Kindergarten Planning and Implementation Grant	https://www.cde.ca.gov/ci/qs/em/documents/finalupktemp.doc	Consideration by local governing board by June 30, 2022
Expanded Learning Opportunities Program Plan	https://www.cde.ca.gov/lis/ex/documents/elopprogplanguide.pdf	Approved in a public meeting and posted on the local educational agency’s website—dates to be determined
ESSER I, II, and III Quarterly and Annual	https://www.cde.ca.gov/fq/cr/anreporthehelp.asp	Various— https://www.cde.ca.gov/fq/cr/reporting.asp
GEER* I Quarterly and Annual	https://www.cde.ca.gov/fq/cr/anreporthehelp.asp	Various— https://www.cde.ca.gov/fq/cr/reporting.asp

*Governor’s Emergency Education Relief (GEER)

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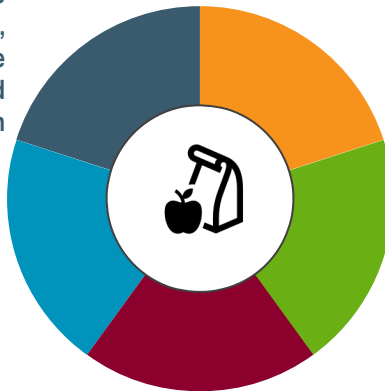
Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Universal Meals Program

Beginning in 2022-23, LEAs must provide free breakfast and lunch each school day to any student requesting a meal, regardless of free or reduced-price meal eligibility

In order to receive state reimbursement for the two meals, LEAs must participate in both the National School Lunch Program and School Breakfast Program

LEAs with defined high-poverty schools are also required to adopt a universal meal service provision, such as the Community Eligibility Provision or Provision 2



State intends to reimburse LEAs at the free meal rate, minus federal and state reimbursements for meals

All meals served must meet federal requirements for nutrition and reimbursement

There is no waiver for the program

Mandate Block Grant

- All school districts, charter schools, and COEs are eligible to participate in the MBG, notwithstanding the applicability of state mandates on their operations
- The 5.33% statutory COLA will be applied to the MBG, therefore, the 2022-23 rates are as follows:

Grade Span	School Districts	Charter Schools	COEs
K–8	\$34.54	\$18.13	\$35.64
9–12	\$66.54	\$50.39	\$67.64

- The EMCN was successful in getting AB 10 (Garcia, Statutes of 2017), which requires all Title I schools in grades 6-12 to stock at least 50% of the school’s restrooms with menstrual products free of charge, approved as a mandate
 - 2021-22 was the first time that AB 10 was included as a part of the MBG

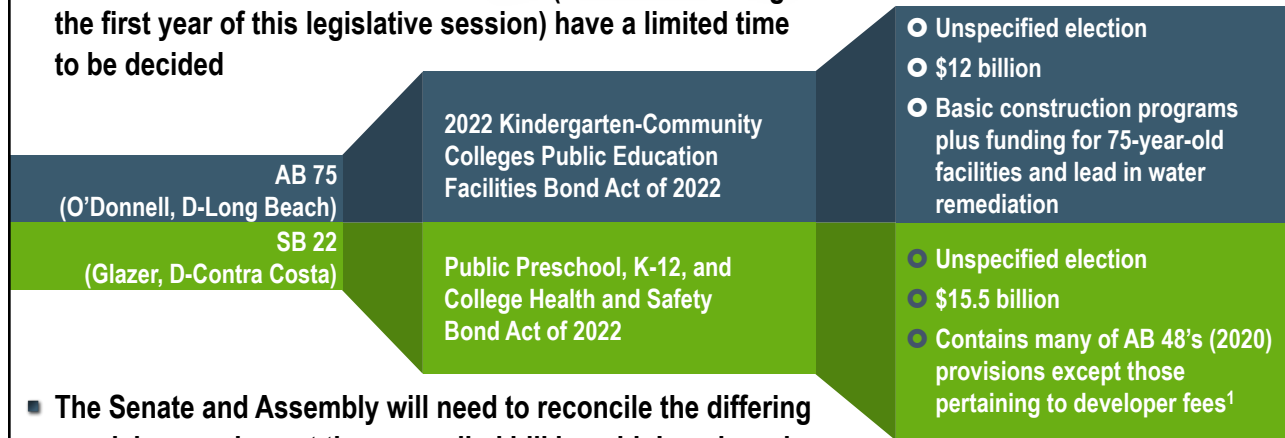
Governor’s Proposals for the 2022-23 State Budget and K-12 Education

AB 367—Menstrual Products Cost Tracking

- However, with the Governor’s signature on AB 367 (Garcia, Statutes of 2021) last fall, the language of AB 10 will become inoperative on June 30, 2022
 - Instead, beginning with the 2022-23 schoolyear, all public schools serving a combination of grades 6-12 will be required to stock free menstrual products in all women’s and gender-neutral restrooms, and at least one men’s restroom
- The Education Mandated Cost Network (EMCN) plans on filing a test claim with the Commission on State Mandates for AB 367, which is the first step in getting the state to acknowledge and reimburse LEAs for this mandated cost
- We are asking all affected LEAs to track their spending for eventual submittal of a mandate claim to the State Controller for the establishment of a statewide cost estimate
 - The more submittals, the better the cost estimate!
 - The cost estimate is used by the DOF as the basis for determining the increase to the Mandate Block Grant (MBG)

State School Bonds

- The fate of the two statewide bond bills (introduced during the first year of this legislative session) have a limited time to be decided

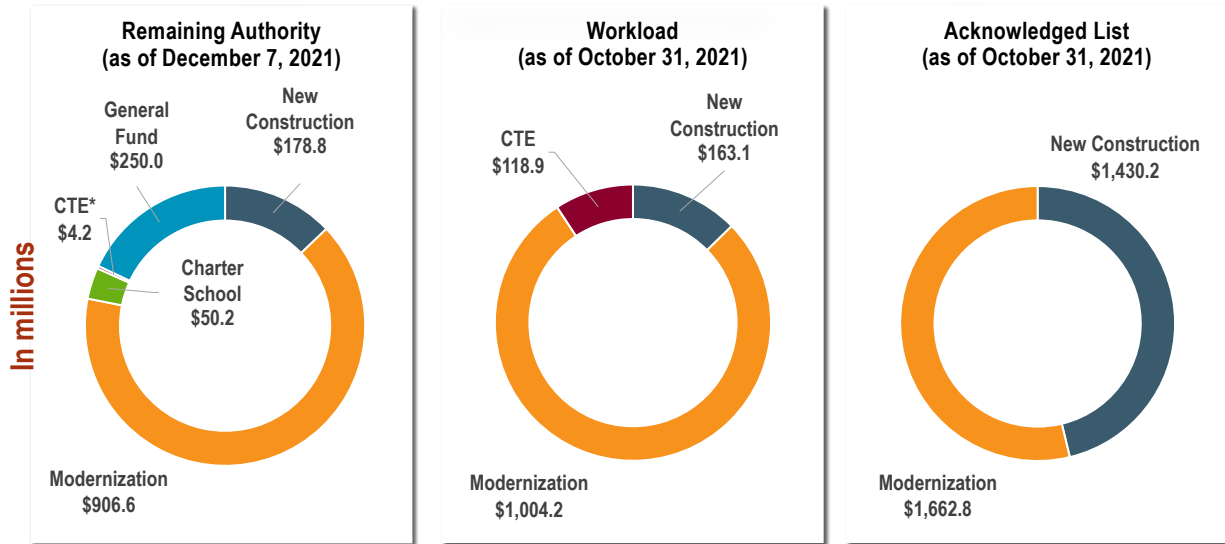


- The Senate and Assembly will need to reconcile the differing provisions and enact the reconciled bill by mid-June in order to qualify for the November ballot

¹Raises bonding capacity limits, provides funding for lead testing, increase bonding capacity for financial hardship eligibility, etc.

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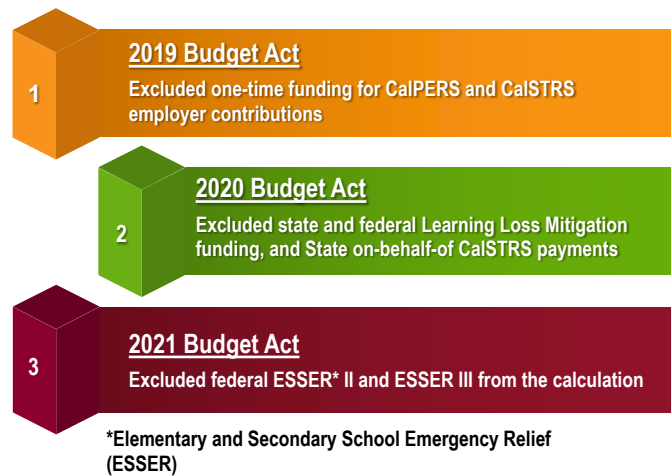
School Facility Program



*Career Technical Education (CTE)

Annual RRMA Contribution

- LEAs that participate in the state bond program must deposit 3% of their General Fund expenditures into a Routine Restricted Maintenance Account (RRMA) to maintain their facilities
 - The contribution is based on Unaudited Actuals, including transfers out and other uses, and is monitored through the Adopted Budget, and the First and Second Interim reports
 - COEs calculate their RRMA contribution based on the General Fund, less any restricted accounts



*Elementary and Secondary School Emergency Relief (ESSER)

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

School Facility Program

California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program

- \$490 million (\$477.7 million available)
- For the construction of new school facilities or retrofitting of existing school facilities for the purposes of providing preschool, transitional kindergarten, and full-day kindergarten classrooms
- Office of Public School Construction (OPSC) staff will present proposed regulatory amendments to the State Allocation Board (SAB) on January 26, 2022
- First round proposed to begin April 1, 2022



2021 Budget Act General Funds

- \$250 million in one-time General Funds for eligible new construction and modernization projects
- The funds are available for use until June 30, 2022
- OPSC plans on presenting the first \$250 million in requests at the January 26, 2022, SAB meeting based on order on the Unfunded List (Lack of AB 55 Loans)
- School districts will have 90 days to submit a valid *Fund Release Authorization* (Form SAB 50-05) to request the release of funds

2022 Legislation

The Legislature has reconvened for the final year of the 2021-22 legislative session

Any bill that did not pass the first house in 2021 must clear the house of origin by January 31, 2022, or it is considered dead

The deadline for lawmakers to introduce new bills is February 18, 2022

Follow SSC’s “Top Legislative Issues” series to track the noteworthy education bills and their implications for LEAs

Governor's Proposals for the 2022-23 State Budget and K-12 Education

LCFF Legislation

- Several significant LCFF measures have already been introduced in this young legislative year:
 - AB 1607 (Muratsuchi, D-Torrance) would shift to using a three-year rolling average of ADA, in place of the current methodology which relies on current-year or prior-year ADA
 - AB 1609 (Muratsuchi) and SB 579 (Allen, D-Santa Monica) would, for the 2022-23 fiscal year, require the CDE to use the greater of an LEA's 2019-20, 2021-22, or 2022-23 ADA for purposes of apportionments under the LCFF
 - AB 1614 (Muratsuchi) would increase the LCFF by \$4.2 billion above 2022-23 COLA
 - SB 830 (Portantino, D-La Cañada Flintridge) would establish a process for school districts and county offices of education to apply for "supplemental education funding" using "average daily membership" data
 - At least 50% of an LEA's supplemental funding would have to be used to address chronic absenteeism and habitual truancy



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Federal Issues—Fall Actions by Lawmakers

- Federal lawmakers were busy this fall, approving several significant measures:
 - November 16—President Joe Biden signs \$1.2 trillion infrastructure bill
 - California is expected to receive \$3.5 billion to improve water infrastructure, at least \$100 million for broadband coverage, \$9.45 billion to improve public transportation, \$84 million to protect against wildfires, and \$40 million to protect against cyberattacks
 - December 3—President Biden averts a government shutdown by signing stopgap measure that keeps the government funded at fiscal year (FY) 2021 levels through February 18, 2022
 - December 16—President Biden signs bill to raise the national debt ceiling by \$2.5 trillion
 - Ensures that the federal government will not default on its debts and can meet its financial obligations into early 2023
 - It also ensures that the debt ceiling can't be leveraged during the 2022 midterm elections

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Federal Issues—What to Expect this Winter

- Congress and the Biden Administration are looking to tackle some big issues over the next several months, including a voting rights bill, the FY 2022 budget, and the Build Back Better Act
- By February 18, 2022, federal lawmakers must approve the 12 annual appropriations bills that comprise the FY 2022 federal budget
- President Biden is hoping to reengage negotiations with Senators Joe Manchin (D-WV) and Krysten Sinema (D-AZ) on the House passed \$1.75 trillion Build Back Better Act, which would invest the following into education initiatives:
 - \$380 billion to lower the cost of childcare and secure universal Pre-K for three- and four-year-olds
 - \$20 billion in higher education investments
 - \$10 billion for child nutrition programs
 - \$1 billion for broadband affordability and accessibility

Notes

Governor's Proposals for the 2022-23 State Budget and K-12 Education

The Road Ahead



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Political Factors and the Governor's Budget

- Just four months ago, but what feels like a lifetime, Governor Newsom handily defeated a recall election
 - In ten months, he'll be up for election again
- While California is a solidly Democratic state, Governor Newsom's fate at the ballot box will likely be tied to the path of the pandemic and how Californians feel he is performing
 - Back in September 2021, COVID-19 was the top issue mentioned by Public Policy Institute of California survey respondents (21%), but jobs and the economy (12%) and homelessness (11%) are also significant concerns
- Legislators running for election in newly redrawn Assembly and Senate districts will also be looking to make their mark on the 2022-23 State Budget—bringing home programs to support the communities they hope will elect them
 - The Assembly Blueprint calls for increased school funding aids for students facing learning loss, mental health issues, and \$10 billion for school facilities
 - Administration officials will likely face tough questioning on why these items were not addressed in the Governor's proposal

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Next State Budget Check Point

- Like last year, Governor Newsom is calling for early budget action to address the current needs of the pandemic
 - Unlike last year, the proposal is not squarely focused on schools, but is intended to help keep California running, including its schools
 - The Legislature acted in early spring last year—it is unknown how quickly they will pass budget language to spend the Governor's proposed \$1.4 billion to support continued distribution and administration of vaccines, statewide testing, and support of hospitals to address medical surges
 - The state clearly has the resources for it
- Aside from any early action, the next State Budget check point is the May Revision
 - Between now and then, the Legislature discusses and debates the merits of the Governor's proposals and add some of their own to the conversation

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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Final Thoughts

- For the foreseeable future, COVID-19 will continue to preoccupy our collective work
 - This is doubly true right now, as the omicron wave crashes upon our schools
- And there is no doubt that our educational leaders will continue to rise to the occasion to address the multitude of needs of their students, families, and communities
 - We at School Services of California Inc. continue to be in awe of the monumental tasks you face every day
- The Governor's Budget marks just the start of discussions about the best ways to marshal our resources for academic achievement—we will have opportunities to lend our expertise to these decisions
- Next stop . . . May Revision Workshop!

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Governor's Proposals for the 2022-23 State Budget and K-12 Education



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Governor's Proposals for the 2022-23 State Budget and K-12 Education



**Thank you for
attending!**

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SSC Flyers, Searches, and Workshops



School Services of California Inc. 2022 Upcoming Webinars

To register, go to: www.sscal.com/workshops

While many of us are returning in person to work and to school, we at School Services of California Inc. (SSC) want to continue to offer you with the training and information we know you need to operate and provide a quality education to your students. To that end, and in an effort to ensure access to the training you need in a convenient format, we will continue to offer our subject-based workshops via online webinars hosted by Zoom.

When you register for any of our subject-based webinars hosted on Zoom, you will need to complete your registration by clicking on the link provided in the webinar confirmation email. The link will take you to Zoom where you will be asked to enter your name and email address to complete the webinar registration process. Once your registration has been confirmed, you will receive an email with your personalized link to access the webinar.

Thank you for your unwavering support as we strive to provide you with online content developed to meet your agency's needs. Our Workshop FAQs provide more information on registering and has answers to many of your frequently asked questions. Should you have any additional questions or problems completing your registration, please contact Michelle Berge at michelleb@sscal.com or 916-446-7517.

Dollars and Cents of Collective Bargaining

A Two-Part Webinar Series

Part 1: February 8, 2022 and Part 2: February 10, 2022



Amidst the new funding sources and spending requirements, it's more important than ever to understand the financial fundamentals of preparing for bargaining, and effectively communicating the position of the local educational agency—including the tracking of one-time resources. Whether you're an experienced lead negotiator, or new to the bargaining table, this webinar has something for everyone.

Virtual Learning Through Independent Study

A Two-Hour Webinar

February 22, 2022



As local educational agencies continue improving their understanding of recent changes in law, this workshop will demystify the state's independent study requirements and illuminate the ways they can be leveraged by school agencies to provide a high-quality program with flexible options for students within their communities. Specifically, attendees will gain a better understanding of program design options, along with the legal nuts and bolts of instructional time and attendance accounting for virtual learning in California. Attendees will walk away with the critical operational tools they need to run a successful virtual learning program.

Special Education: Both Sides of the Equation

A Two-Part Webinar Series

Part 1: March 1, 2022 and Part 2: March 3, 2022



While local educational agencies have benefited from multiple years of increased special education funding, state and federal special education revenues continue to be inadequate. One-time COVID-19-related funding, greatly needed to address COVID-19 learning impacts, has created a maintenance of effort (MOE) conundrum for the state. As we look to the 2022-23 school year, we can expect the state to address this conundrum through increased funding, but there is no guarantee in terms of what form increased funding will take and how, or even if, it will help address local MOE challenges. With these important issues in mind, this webinar will provide participants with the most up-to-date information on funding changes, tools and tips for effective program management, and guidance on ways to ensure equity, promote inclusive practices, and improve outcomes for students with disabilities.



Federal Compliance—How to Stay out of Trouble

A Two-Part Webinar Series

Part 1: March 8, 2022 and Part 2: March 10, 2022

The dust has settled on the passage of three federal stimulus packages in a span of twelve months, and now local educational agencies are in the throes of implementing and monitoring the historic amount of one-time resources. The Federal Compliance webinar will walk through the basics of the new federal stimulus dollars, as well as the pitfalls and compliance requirements of the myriad of long-standing federal programs.

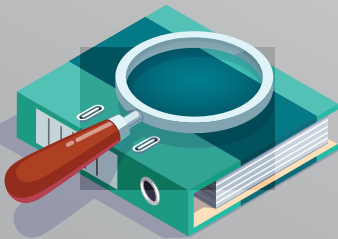


Charter Schools

A Two-Part Webinar Series

Part 1: March 22, 2022 and Part 2: March 24, 2022

The last several years have brought a number of changes in charter school law and practices. The Charter School webinar series will provide attendees the basics from which to build a strong foundation of charter school law and regulations—from what is required of a charter school petition to the day-to-day requirements and best practices of oversight. In addition, this webinar will highlight more recent changes and consider the road ahead.



Audit Challenge

A Two-Part Webinar Series

Part 1: April 5, 2022 and Part 2: April 7, 2022

The 2021-22 fiscal year has been full of programmatic changes with the introduction of independent study, federal stimulus reporting, and a plethora of other state categoricals. The Audit Challenge webinar will provide up-to-date information on audit regulations relative to these topics as well as tips and tricks for managing and coordinating the audit process.



Employee Complaints & Investigations

A Two-Part Webinar Series

Part 1: April 12, 2022 and Part 2: April 14, 2022

Employment litigation is a huge and growing problem in California. Employee complaints require immediate action by the employer to ensure a safe and healthy workplace, reduce legal expenses, and safeguard scarce resources. This includes taking steps to stop any workplace conflict or alleged employee misconduct, protect involved parties, and begin investigations. This two-part webinar series offers an in-depth examination of workplace investigations, tools and resources to effectively manage complaints, and tips for recognizing when legal counsel may be necessary.

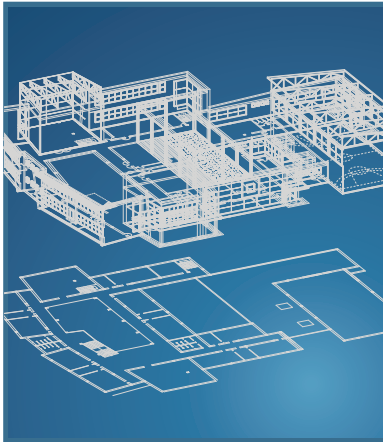
To register, go to: www.sscal.com/workshops



SACS 101—Budget Development

**A Four-Hour Webinar
April 19, 2022**

The Fiscal Crisis and Management Assistance Team (FCMAT) and School Services of California Inc. are teaming up to provide an in-depth training on the Standardized Account Code Structure (SACS)—the required software for budget development. The training will walk users through the new cloud-based SACS software and also provide technical advice on each of the required forms including, but not limited to, the technical review checklist, cash flow, criteria and standards, and the multiyear projection.



Construction Basics and Accounting

**A Two-Part Webinar Series
Part 1: May 10, 2022 and Part 2: May 12, 2022**

It is critical that school agencies understand the basics of school construction and funding before they embark on facilities projects. Facilities projects require the establishment of facilities-specific fiscal processes and tracking to ensure that public dollars are spent with fidelity. This webinar will provide an overview of the timelines and approvals necessary for the construction and/or modernization of school facilities, step-by-step details on the basics of school construction accounting, and updates on the latest happenings in the state capitol as it relates to future state facilities funding.




Employee Attendance and Leave Management

**A Two-Part Webinar Series
Part 1: May 17, 2022 and Part 2: May 19, 2022**

Local educational agencies must ensure that the tracking and monitoring of employee attendance and leaves protects employee rights under federal and state law, board policies, and locally negotiated labor agreements. Due to the potential fiscal impacts of employee absenteeism, short- and long-term illnesses, and workplace accommodations, employee management systems must also be effective in promoting wellness and curbing abuse. This two-part webinar series will provide human resources and fiscal services staff with the tools they need to evaluate their local policies and practices to ensure compliance, operational efficiency, and implementation of industry best practices.

To register, go to: www.sscal.com/workshops

Upcoming State Budget Workshop



2022
May Revision Workshop
Stay tuned for dates, times,
and details coming soon!
www.sscal.com/workshops

Executive Searches



School Services of California Inc. conducts more searches for qualified business services and human resources executives for California school agencies than anyone in the state of California. Our Executive Search Services include, but are not limited to, search and recruitment services for the positions of:

- Deputy Superintendent for Administrative Services
- Assistant Superintendent for Business Services or Human Resources
- Chief Financial Officer or Chief Business Official
- Chief Human Resources Officer

Search Advisors

Danyel Conolley * John Gray * Charlene Quilao
Suzanne Speck * Kathleen Spencer

Search Assistants

Nicole Castro-Pilar * Joanna Dziuk * Kim Seitz * Kelly Satterfield



Current Executive Searches

San Ramon Valley Unified School District

(Enrollment 30,000)



Seeks an Executive Director of Business Services With:

- Any combination of training, experience and/or education equivalent to a bachelor's degree in Business Administration, Accounting, Public Administration, or a related field
- Five years of progressively responsible business-related management experience, preferably in a K-12 education or public setting
- Training and/or certification as a Chief Business Officer preferred

The salary range for this position is \$154,207 to \$205,616. In addition to this salary, a cell phone stipend and an attractive benefits package are also offered.

Application Deadline: February 7, 2022

For a brochure and application form, please contact:
Danyel Conolley and John D. Gray, Search Advisors
School Services of California Inc.

(916) 446-7517 ♦ www.sscal.com/lea-career-opportunities ♦ kims@sscal.com



Oak Grove School District

(Enrollment 8,954)

Seeks an Associate Superintendent, Chief Business Officer With:

- Bachelor's degree in Business Administration or related field
- Master's degree in education, business administration or related field desired
- Five years of increasingly responsible professional accounting and business experience in a school district or public agency including, three years in managerial capacity

The salary range for this position is \$185,099 to \$219,839. In addition to this salary, a 3% TSA contribution, auto and business expense stipends, 100% paid CASBO dues, and an excellent benefits package are offered.

Application Deadline: February 22, 2022

For a brochure and application form, please contact:
John D. Gray and Kathleen Spencer, Search Advisors
School Services of California Inc.

(916) 446-7517 ♦ www.sscal.com/lea-career-opportunities ♦ joannad@sscal.com



Management Consulting Services

School Services of California Inc.'s (SSC) professional staff is always available to lend its extensive range of expertise to school agencies confronted by particular challenges. SSC's experts have a wealth of direct experience in managing school agencies through the Great Recession and can provide assistance with the unique cash, budget, staffing, and operational needs during this pandemic-induced recession. Whether facing internal budget control issues, organizational demands, central office staffing concerns, or collective bargaining issues, SSC's consultants bring with them both the experience and ability to recognize the uniqueness of every situation. Below are descriptions of some of SSC's Management Consulting Services.

Financial Studies and Support

SSC staff has significant financial expertise to support local agency needs in the area of budget development and management, cash management, multiyear financial planning, attendance accounting, and any other fiscal needs of the organization. Some of the services provided to support local agencies with their financial operations are:

- Budget and Multiyear Projection Review
- Budget Review for Negotiations
- Comprehensive Fiscal Health Analysis
- Multiyear Financial Projection Review or Preparation
- Cash Management Wellness Check
- Budget Reduction Options Analysis
- Analysis of Long-Range Financial Plan
- Fiscal Process and Reporting Review
- Position Control Review
- Associated Student Body Review
- Attendance Accounting Evaluation
- Audit Findings Resolution and Appeal
- Charter School Funding Review
- Chief Business Official and Fiscal Director Coaching

Negotiations Support and Factfinding

We provide negotiations support to the local agency and its bargaining teams in a wide variety of ways. Budget reviews for negotiations, interventions during mediation, and service on factfinding panels are all well within our circle of competence. We can help make the difference between a successful negotiations outcome or continued labor-management problems.

Administrative Organization and Efficiency Studies

SSC staff provides customized studies and recommendations covering sensitive and critical issues of local school agency administration, business office or human resources department organization, and procedural efficiencies. Our professional staff has a proven track record in evaluating the local school agency organization, staffing structures, workload assignments, procedural efficiencies, and the adequacy of procedures and systems. What follows are some of the types of studies provided in this area:

- Central Office Administrative Organizational Review
- Comparative Staffing Analysis
- Central Office Staffing Analysis and Comparative Study
- Business Office Efficiency Study
- Human Resource Operations Review
- Hiring Practices Consulting
- Centralized Services Study
- Transportation Operations Study
- Custodial Operations Review
- Comparative High School Staffing and Master Schedule Study

Human Resources Studies and Support

SSC human resources experts can provide support to local agencies with their human resources operations. Some of the services provided include:

- Human resources organizational and efficiency assessment
- Chief Human Resources Officer leadership development
- Position control functional review
- Collective bargaining and labor relations support
- Strategic recruitment: selection and retention planning/budgeting

Please see the next page for more services.



Management Consulting Services

- Organizational leadership: employee supervision and evaluation
- Workplace investigation workshop
- Specialized human resources operational studies

Employee Salaries, Benefits, and Working Conditions Analyses

SSC conducts analyses of employee salaries, employee and retiree benefits, and employee working conditions to assist local school agencies with managing costs, attracting and retaining employees, and negotiating successor agreements with local bargaining units. For example, SSC can conduct the following:

- Collective Bargaining Agreement Risk Analysis
- Health and Welfare Benefits Review
- Total Compensation Comparative Study
- Employee Classification and Compensation Study

Special Education Studies

Our special education studies can engage stakeholders and set the groundwork for meaningful and sustainable change. These studies can also include the review and analysis of revenue, expenditure, student, program, and staffing data in order to prepare strategies for the future of the local agency special education program. Some of the studies we typically conduct are:

- Special Education Budget Review
- Special Education Facilitated Self-Study
- Special Education Department Efficiency Study
- Assessment of Contributions to Special Education
- Special Education Transportation Study
- Special Education Local Plan Area Allocation Model Review/Facilitation

School Construction and Facilities

Whether your agency is faced with surplus property or in the midst of new construction projects which has resulted in the need for assistance with the project management processes necessary for routine maintenance, modernization, and construction of school facilities—SSC offers a range of services for local school agencies, including:

- Organization of Construction Accounting and Filing System
- Facilities Department Organizational Review
- Facilities Program Review
- Construction Accounting Review
- 7-11 or Boundary Committee Facilitation
- Charter School Proposition 39 Facilities Request Support
- Facilitation and Operational Support for the Sale or Lease of Surplus Property
- Charter

Charter Schools

While all of our services are available to charter schools, traditional school agencies approving charter schools need to be prepared with knowledge regarding the considerations that come along with charter schools—from potential liability issues to available facilities options.

SSC can assist school agencies with meeting their oversight responsibilities, evaluating petitions for new and renewing charter schools, and navigating the Proposition 39 process and other requests for facilities and facilities funding.

Reorganization, Unification, and Territory Transfer Studies

From inception to the election polls, SSC staff has experience in guiding school districts through the lengthy state processes for reorganization and making thoughtful decisions on school district boundary changes, including the Local Control Funding Formula calculations, local property tax implications, debt service issues, etc. SSC staff is also available to perform advocacy and legislative services, as needed, for unique situations.

PLEASE CONTACT KATHLEEN SPENCER, VICE PRESIDENT, FOR MORE INFORMATION.

(916) 446-7517 | www.sscal.com | Email: kathleens@sscal.com

School Services of California Inc. | 1121 L Street, Suite 1060, Sacramento, CA 95814

The cost and timeline for consulting services is unique for each engagement and is based on the scope of services provided. If you would like more information about any of our consulting services, please contact us using the information above.

Governmental Relations Services



School Services of California Inc. (SSC) has the strongest legislative team in Sacramento due to our team's exceptional knowledge of the legislative process, combined with an in-depth understanding of K–14 statutes and regulations, the State Budget process, and cutting-edge policy issues. Our team acts quickly and effectively on behalf of clients, keeping them involved in and informed of all legislative decisions.

Whether helping to solve a client's unique legislative problem or working with coalitions to impact major statewide education policy and fiscal matters, SSC advocates are regarded as key participants in the legislative process and reliable sources of factual information. This reputation, along with more than four decades of collective experience and a diverse network of contacts, enhances the SSC team's ability to help clients meet their legislative objectives.

The SSC lineup is considered the premier team of K–14 Governmental Relations in Sacramento. Over the last four decades, there has been no other organization that has had such a lasting impact on education policy. The SSC team, which also consists of members of the organization's consulting unit, has been at the forefront of almost all of the major school finance developments over the last 40+ years. SSC advocates have played a significant role in initiatives such as special education equalization, revenue limit equalization, California State Teachers' Retirement System (CalSTRS) member issues, categorical reform and flexibility, audit reform, school business official training, class-size flexibility, and mandate reform. Because of our long-standing reputation as knowledgeable representatives of K–12 education and community colleges, we serve as a trusted resource for legislators and legislative staff.

As term limits make an ever-increasing impact on the way business is done under the Capitol dome, the SSC team's technical expertise and reputation for solid policy and budget analysis are increasingly valuable to the Legislature. In addition, SSC advocates have many contacts throughout the executive branch and in the California Department of Education (CDE), making their efforts on your behalf even more effective.

Coalitions Supported by SSC

- Schools for Sound Finance—advocating on behalf of community funded school districts
- Coalition for Adequate Funding for Special Education—advocating for increased special education funding
- CTE JPA Coalition—advocating for joint powers authority (JPA) providers of career technical education (CTE)
- California School Funding Coalition—advocating for overall increased school funding
- CalSTRS Funding Coalition—advocated for a fair allocation of state apportionment to fund the increasing costs of CalSTRS rates on district employers
- Education Mandated Cost Network—advocating mandate reform and prompt state reimbursements

Just a Few of the Successful Legislative Changes Led by SSC

- Special Education—Advocated for more adequate funding in the State Budget
- CalSTRS/CalPERS Relief—Advocated for the more than \$3 billion in employer relief for CalSTRS and the California Public Employees' Retirement System (CalPERS) in the 2019–20 State Budget Act
- CTE—Protected funding for critical, high-quality programs
- Revenue Limit Equalization—Developed funding formula through legislation and sought funding in the State Budget
- Audit Reform—Developed a process and structure for the school agency audit process

Areas of Expertise

- State Budget Development, Advocacy, and Enactment
- Legislative Policy Initiatives
 - » Adult Education
 - » CTE
 - » Early Childhood Education
 - » Risk Management Issues
 - » Special Education
 - » Technology Funding
- K–14 Statutes and Regulations
- Local Control Funding Formula and School Finance Reform
- State Board of Education Policy Setting and Waivers
- School Facilities and the State Allocation Board
- State Controller's Office Apportionments and Audits
- CDE Regulations and Audits
- Special Education Finance Reform
- Mandate Claims and Reimbursement
- Retirement Systems, Regulations, and Audits

**PLEASE CONTACT MICHELLE MCKAY UNDERWOOD,
VICE PRESIDENT, IF WE CAN BE OF SERVICE.**

(916) 446-7517 | michelleu@sscal.com

School Services of California Inc.

1121 L Street, Suite 1060, Sacramento, CA 95814

www.sscal.com



SABRE

Salary And Benefits REport 2020-21 Analysis of Teacher Salaries and Benefits

For many years, School Services of California Inc. (SSC) has had the opportunity to capture and analyze the Form J-90 Teacher Salary and Benefits Schedule from school districts in California. From this large accumulation of data, we are able to compile a comprehensive analysis of the salaries and benefits of certificated nonmanagement employees and how they compare to selected districts, regions, and the entire state.

The SABRE provides up to 38 side-by-side comparisons of your school district with up to 20 other districts per report on certificated salaries, health and welfare benefits, and working days. These comparative districts are entirely user selected and may be geographical, of like type and size, of similar funding levels, or a combination of all of these. The report consists of five valuable types of displays. Each report includes:

- ◆ Ten graphical displays and 27 comparison tables with side-by-side analysis
- ◆ All district teacher salary schedules, health and benefit schedules, and other selected data important for compensation evaluation in an easy-to-read common format

The entire report is an essential resource for school district administrators, especially for those at the negotiating table or in the human resources or fiscal departments.

TYPES OF COMPARISONS INCLUDE:

SALARIES

Each district's salary at the minimum, maximum, average, BA+30 at Step 1, and BA+60 at Step 10 are compared and ranked against the region, statewide averages, comparable district averages, and each of the comparable districts. Each comparative analysis also provides detailed statistics that can help give seniority, step, and educational accomplishment information. Readers, as a consequence, are able to get a comprehensive cross-comparison and analysis of district compensation to that of other selected districts.

BENEFITS

Each district's health, dental, life, vision, and other insurance benefits are displayed and compared. What makes the SABRE analysis unique is that it shows not only the maximum benefits, but also the district average based on actual placements. When the average district contribution cost is added to salary, a true total compensation picture is drawn.

OTHER COMPARISONS

The SABRE also includes comprehensive analyses of how your district compares in per diem amounts, number of instructional and teacher service days, percentage of salary adjustments, and total compensation.

PRICE:

The SABRE costs \$350 for client districts and includes two runs of 20 selected districts in each report emailed in PDF format to your district with a custom cover. If you would like the reports delivered to your district as a hard bound copy, the cost is \$450 for client districts. Clients will also receive a discount of \$50 on the price of our Comparative Analysis of District Income and Expenditures (CADIE) report if it is ordered any time during the year.

TO ORDER:

Complete the order form and mail, fax, or email it to SSC.

2020-21 SABRE and 2019-20 CADIE Order Form

It is easy to order a SABRE and CADIE. We will be happy to help you select an appropriate comparison group, or you can specify which districts you wish to be compared to, or even the criteria you would like SSC to use in choosing the comparison districts.

Contact name: _____ **District name:** _____

Address: (No P.O. boxes, please) _____

City: _____ **State:** _____ **Zip:** _____

Telephone no. w/extension: _____ **Email:** _____

Purchase Order no.: _____ **Check enclosed: (amount) \$** _____

Credit card no.: (Visa or MasterCard only) _____ **Exp:** ____/____

Name on credit card: _____ **Signature:** _____

Please check one:

- SABRE Price (Electronic Version): \$350 client rate*** includes two reports (20 districts in each)
- CADIE Price: (Electronic Version): \$500 client rate*** includes two reports (20 districts in each)
- Both Reports (Electronic Version): \$800 client rate*** includes two reports (20 districts in each)
- Bound hardcopy version of reports: \$100 per pair**

*If you are not a client district, please contact our office at the number below for pricing

Additional Reports: SABRE: \$100 (Electronic); CADIE: \$175 (Electronic)
SABRE: \$200 (Hardcopy); CADIE: \$275 (Hardcopy)

Copies of Report (Hardcopy): \$100 per pair

- Use the same districts we've used in the past
- Call me to set up an appropriate list of comparison districts
- Use the following criteria to select the appropriate list of comparison districts:

Type of district: _____

ADA range from: _____ to _____

Geographical location: _____

- Use the following lists of comparative districts:

Report 1

District

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____
- 20) _____

Report 2

District

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____
- 20) _____



Email, fax, or mail the completed form to:

Chloe Lum
 chloel@sscal.com
 1121 L Street, Suite 1060
 Sacramento, CA 95814
 Fax (916) 446-2011
 (916) 446-7517, Ext. 1200



K-12 Special Education Course Catalog

ONLINE SPECIAL EDUCATION TRAINING BROUGHT TO CALIFORNIA EDUCATORS BY THESE PARTNERS:



Professional Development to Help Every Child Succeed



PERFECT FOR K-12 ADMINISTRATORS, TEACHERS, AND PARAEducATORS

With the Vector Training, Special Education System (formerly Exceptional Child), you can easily deliver evidence-based special education-related training to all staff who support students with exceptionalities. Everyone can learn from leading special education experts in one convenient online system!

- Easily assign courses to new hires, individuals, or groups of educators. Our system makes tracking and managing professional development easy.
- Each course is written by a leading expert and includes interventions, actionable ideas, assessments, and helpful reference materials.
- Customize courses with your own information and resources to meet your specific needs.
- Provide affordable, effective professional development without pulling teachers out of the classroom or paying substitute fees or travel costs.

Prepare All Educators to Meet the Needs of Your Diverse Learners



TWO CONVENIENT SUBSCRIPTION OPTIONS

Vector Training, Special Education Edition (formerly Exceptional Child)

- Access the full library of on-demand special education-related courses.
- Easily assign, track, and manage professional development in the system.

Add the Course Library to Your Keenan SafeSchools Training System

- If your school or district uses the Keenan SafeSchools Training System for your safety and compliance training, easily purchase and add the Special Education course library to your existing system.

Equip educators with the skills, instructional strategies, and resources they need to help every student reach their highest potential!



SPECIAL EDUCATION

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)	AUTHOR(S)	DURATION
• Attention Deficit Hyperactivity Disorder (ADHD) Overview	Owens & Evans	43 mins
• Attention Deficit Hyperactivity Disorder (ADHD) Overview (<i>Essentials Course</i>)	Owens & Evans	17 mins
• Attention Deficit Hyperactivity Disorder (ADHD): <i>Elementary Interventions</i>	Owens	44 mins
• Attention Deficit Hyperactivity Disorder (ADHD): <i>Secondary Interventions</i>	Evans	40 mins
AUTISM SPECTRUM DISORDER (ASD)	AUTHOR(S)	DURATION
• Applied Behavior Analysis (ABA) Overview	Williams & Williams	48 mins
• Applied Behavior Analysis (ABA) – Reinforcement and Discrimination Procedures	Williams & Williams	34 mins
• Applied Behavior Analysis (ABA) – Shaping, Fading and Conditioning Reinforcers	Williams & Williams	32 mins
• Autism Spectrum Disorder (ASD) Overview	Williams & Williams	37 mins
• Autism Spectrum Disorder (ASD) Overview (<i>Essentials Course</i>)	Williams & Williams	19 mins
• Autism Spectrum Disorder (ASD): <i>Intervention Strategies</i>	Williams & Williams	38 mins
• Asperger’s and Verbal Students with Autism Spectrum Disorder (ASD) – Part 1	Faherty	28 mins
• Asperger’s and Verbal Students with Autism Spectrum Disorder (ASD) – Part 2	Faherty	37 mins
• Picture Exchange Communication System (PECS) – Part 1: <i>Pyramid Approach</i>	Frost & Bondy	35 mins
• Picture Exchange Communication System (PECS) – Part 2: <i>Use and Benefits</i>	Frost & Bondy	40 mins
• Social Stories Overview	Gray	34 mins
• Social Stories: <i>Ten Defining Criteria</i>	Faherty & Gray	66 mins
• Structured Teaching – Part 1: <i>Individualized Visual Daily Schedules</i>	Faherty	61 mins
• Structured Teaching – Part 2: <i>Work Systems</i>	Faherty	42 mins
• Structured Teaching – Part 3: <i>Tasks and Activities</i>	Faherty	46 mins



SPECIAL EDUCATION

BEHAVIOR	AUTHOR(S)	DURATION
• Behavior Intervention Plan (BIP) Overview	Chandler	47 mins
• Behavior Intervention Plan (BIP) Overview (<i>Essentials Course</i>)	Chandler	17 mins
• Emotional Behavioral Disorder (EBD) Overview	Cheney	44 mins
• Emotional Behavioral Disorder (EBD) Overview (<i>Essentials Course</i>)	Cheney	15 mins
• Emotional Behavioral Disorder (EBD): <i>Screening</i>	Bruhn	40 mins
• Functional Behavioral Assessment (FBA) Overview	Chandler	37 mins
• Managing Challenging Behavior – Part 1: <i>Antecedent Strategies</i>	Otten	44 mins
• Managing Challenging Behavior – Part 2: <i>Consequence Strategies</i>	Otten	55 mins
• Oppositional Defiant Disorder	Walls	49 mins
• Reactive Attachment Disorder	Embury & Clarke	36 mins
• Restraint and Seclusion Overview	Peterson	43 mins
• Restraint and Seclusion Overview (<i>California</i>)	Peterson	39 mins
• Restraint and Seclusion Overview (<i>Essentials Course</i>)	Peterson	18 mins
• Restraint and Seclusion Overview (<i>Essentials Course</i>) (<i>California</i>)	Peterson	21 mins
• Restraint and Seclusion: <i>Alternatives</i>	Rozalski	44 mins
• Restraint and Seclusion: <i>Alternatives (California)</i>	Rozalsk	47 mins
• School-Wide Positive Behavioral Interventions and Supports (PBIS)	Lewis	43 mins
• Self-Regulation Skills for Elementary Students	deFur & Korinek	51 mins
EARLY CHILDHOOD	AUTHOR(S)	DURATION
• Early Childhood: <i>ASD Intervention Practices</i>	Barton	45 mins
• Early Childhood: <i>Brain Development*</i>	Fish	—
• Early Childhood: <i>Language Development and Literacy</i>	Megay-Nespoli	45 mins
• Early Childhood: <i>Partnering with Caregivers and Families</i>	Meadan	32 mins
• Early Childhood: <i>Social Emotional Learning</i>	Combs	34 mins
• Early Childhood: <i>Social Communication</i>	Twachtman-Bassett & Twachtman-Cullen	42 mins
GENERAL	AUTHOR(S)	DURATION
• Bullying and Students with Special Needs	Poland	41 mins
• Bullying and Students with Special Needs (<i>Essentials Course</i>)	Poland	24 mins
• Inclusion Services	Sax Halley	58 mins

*Coming Soon



SPECIAL EDUCATION

General, continued

• School Safety for Students with Disabilities	Clarke & Embury	47 mins
• School Safety for Students with Disabilities (<i>Essentials Course</i>)	Clarke & Embury	22 mins
• School Psychologist and Educator Partnership	Gray-Smith	43 mins
• Special Education Introduction (<i>Essentials Course</i>)	Greene	19 mins
• Special Education Introduction: <i>Elementary</i>	Greene	39 mins
• Special Education Introduction: <i>Secondary</i>	Greene	45 mins
• Transition Planning	Blakeslee	53 mins
• Transition Services	Greene	31 mins
• Working Safely with Students with Special Needs	Sax Halley	29 mins

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

	AUTHOR(S)	DURATION
• Individualized Education Program (IEP) Compliance	Linden	45 mins
• Individualized Education Program (IEP) Compliance (<i>Essentials Course</i>)	Linden	23 mins
• Individualized Education Program (IEP) Facilitated Meetings	Martin	38 mins
• Individualized Education Program (IEP) Meetings and Team Collaboration	Martin	37 mins
• Individualized Education Programs (IEPs) and the Common Core	Kosnitsky	39 mins
• Individualized Education Program (IEP) Progress Monitoring and Reporting*	Kosnitsky	—

INSTRUCTION AND LEARNING

	AUTHOR(S)	DURATION
• Accommodations & Modifications	Barrion & MacMahon	49 mins
• Co-Teaching Overview	Bost	21 mins
• Co-Teaching: <i>Classroom Applications</i>	Bost	32 mins
• Data-Based Decision Making*	Barrion	—
• Developing Culturally Responsive Instruction	Ford	32 mins
• Differentiated Instruction	Barrio & MacMahon	35 mins
• Dyslexia Awareness	Dodge Smith	48 mins
• Dyslexia: <i>Orton-Gillingham Approach</i>	Sullivan	42 mins
• Dyslexia: <i>The Davis® Method</i>	Dodge Smith	48 mins
• English-Language Learners and Instructional Strategies	Rinaldi	42 mins
• Gifted Learners: <i>Differentiated Instruction Strategies</i>	Megay-Nespoli	60 mins
• Response to Intervention (RtI)*	Bost	—
• Universal Design for Learning	Kosnitsky	61 mins

*Coming Soon



SPECIAL EDUCATION

PARAEDUCATORS	AUTHOR(S)	DURATION
• Paraeducators: <i>Roles and Responsibilities</i>	Gerlach	25 mins
• Paraeducators: <i>Roles and Responsibilities (Essentials Course)</i>	Gerlach	28 mins
• Paraeducators: <i>Behavior Management Basics</i>	Combs	55 mins
• Paraeducators: <i>Assisting and Supporting Instruction</i>	Barrio & MacMahon	23 mins
• Supervising Paraeducators	Gerlach	62 mins
PRINCIPALS	AUTHOR(S)	DURATION
• Principals: <i>Behavior Management</i>	Bateman	14 mins
• Principals: <i>Roles and Responsibilities in Special Education</i>	Bateman	17 mins
• Principals: <i>Special Education Law</i>	Bateman	16 mins
SPECIAL EDUCATION LAW	AUTHOR(S)	DURATION
• Child Find	Remus	38 mins
• Child Find (<i>Essentials Course</i>)	Remus	22 mins
• Discipline: <i>Legal Implications</i>	Bateman	52 mins
• Evaluation and Eligibility	Bateman	47 mins
• Federal Laws in Special Education	Bateman	59 mins
• Free Appropriate Public Education (FAPE)	Bateman	54 mins
• Individuals with Disabilities Education Act (IDEA) Overview	Bateman	45 mins
• Least Restrictive Environment (LRE) and Placement	Bateman	44 mins
• Measurable Goals	Bateman	40 mins
• Procedural Safeguards	Bateman	48 mins
• Section 504 Compliance	Bateman	32 mins
TRAUMA-INFORMED PRACTICES	AUTHOR(S)	DURATION
• Secondary Trauma Awareness	Kfoury	27 mins
• Trauma Awareness	Kfoury	35 mins
• Trauma-Informed Practices	Kfoury	42 mins
PARENTS/GUARDIANS (PRICED SEPARATELY)	AUTHOR(S)	DURATION
• Collaborative IEP Meetings	Martin	8 mins
• Gifted Students	Megay-Nespoli	11 mins
• Individualized Education Programs	Greene	12 mins
• Individuals with Disabilities Education Act	Greene	8 mins
• Special Education Referral Process	Greene	11 mins
• Transition Services	Greene	9 mins

About SSC

Since 1975, School Services of California Inc. (SSC) has helped school districts, charter schools, county offices of education, and community colleges carry out their management and operational responsibilities. Efficient and effective administration of California's public education system has always been SSC's primary mission.

SSC serves more than 1,200 California public school agencies. SSC publishes a timely book on California school funding and accountability; produces comparative in-depth budget and salary data reports for school districts; publishes the *Fiscal Report* and *Community College Update*; provides collective bargaining services; delivers school finance/operations training to more than 8,000 attendees annually; provides governmental relations services; and prepares numerous reports on school agency compensation, local budgets, efficiencies, and organizational structures.

SSC Directors

John Gray, President and CEO

johng@sscal.com

Company leadership, management consulting, collective bargaining, executive searches, workshops

Leilani Aguinaldo, Director, Governmental Relations

leilania@sscal.com

Governmental relations, workshops

Danyel Conolley, Director, Management Consulting Services

danyelc@sscal.com

Executive search leadership, management consulting, workshops, collective bargaining, executive searches

Brianna Garcia, Vice President

briannag@sscal.com

Technology leadership, management consulting, workshops, mandate information services, facilitation services

Tina Gerges, Accounting Manager

tinag@sscal.com

Company finance

Dave Heckler, Director, Technology and Governmental Relations

daveh@sscal.com

Technology, governmental relations, workshops, management consulting, comparative reports

Patti Herrera, EdD, Vice President

pattih@sscal.com

Governmental relations, workshops

Kyle Hyland, Director, Governmental Relations

kyleh@sscal.com

Governmental relations, mandate information services, workshops

Wendi McCaskill, Director, Management Consulting Services

wendim@sscal.com

Management consulting, workshops

Matt Phillips, CPA, Director, Management Consulting Services

mattp@sscal.com

Management consulting, workshops, collective bargaining

Anjanette Pelletier, Director, Management Consulting Services

anjanettep@sscal.com

Management consulting, workshops

Charlene Quilao, Assistant Director, Management Consulting Services

charleneq@sscal.com

Management consulting, workshops

Suzanne Speck, Executive Vice President

suzannes@sscal.com

Management consulting, human resources leadership, collective bargaining, facilitation services

Kathleen Spencer, Vice President

kathleens@sscal.com

Workshop leadership, management consulting leadership, *Community College Update*, comparative reports, executive searches, collective bargaining

Michelle McKay Underwood, Vice President

michelleu@sscal.com

Community College Update, *Fiscal Report* leadership, governmental relations leadership, workshops

Carol Wolfe, Chief Financial Officer

carolw@sscal.com

Company finance leadership, management consulting

SSC Contacts

Accounting..... accounting@sscal.com

Collective Bargaining melanees@sscal.com

Community College Update..... kims@sscal.com

Comparative Reports..... chloel@sscal.com

Elections carment@sscal.com

Executive Search Services..... joannad@sscal.com

Fiscal Report melanees@sscal.com

Governmental Relations kims@sscal.com

Management Consulting aliciaa@sscal.com

Workshops and Registration..... michelleb@sscal.com



An Employee-Owned Company

1121 L Street, Suite 1060
Sacramento, California 95814

TEL: (916) 446-7517

FAX: (916) 446-2011

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Cover Sheet

Approval of Revisions to the 2021-22 School Leaders Pay Raise Scale

Section: V. Action Items
Item: A. Approval of Revisions to the 2021-22 School Leaders Pay
Raise Scale
Purpose: Vote
Submitted by:
Related Material:
Approval of Revisions to the 2021-22 School Leaders Pay Raise Scale.pdf



Board Agenda Item #	V A: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Approval of Revisions to the 2021-22 School Leaders Pay Raise Scale

Proposed Board Motion

I move that the board approves the one time add on pays for virtual and regular home visits to the school leaders pay scale.

Introduction

The home visit policy is one of the board approved policies of MPS. This distinctive feature of MPS makes the connection between the families and the school. The MPS charters approved by the authorizers also have a section setting certain percentage of our families to be visited every year.

Background

Due to the pandemic we are trying to involve more school staff in the home visits. Therefore, we hereby introduce this change to make school leaders (principals, deans, assistant principals) also to be eligible for the one time add on for the virtual and regular home visit pays.

Analysis (If applicable)

N/A

Budget Implications

- Amounts/ Funding Source: Each school site already budgets for home visits. No extra budget needed.
- CFO Review: All school budgets are already approved by the CFO and the Board.

Exhibits (attachments):

Appendix 1: Revised MPS Pay Scales.



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: **02/10/2022**

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	Base School Salary	
	+	→ Base Employee Salary
2.	Employee Qualifications Pay	
	+	
3.	Position Pay (where applicable)	
4.	Employee Performance Pay	
5.	Pay for Additional Duties	

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2021 and until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one year of service and any employee who fails to do so must return the signing bonus to the School.

13) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

14) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$52,000
Los Angeles County (Van Nuys)	MSA-2	\$52,000
Los Angeles County (Carson)	MSA-3	\$51,000
Los Angeles County (Los Angeles)	MSA-4	\$51,000
Los Angeles County (Reseda)	MSA-5	\$51,000
Los Angeles County (Los Angeles)	MSA-6	\$51,000
Los Angeles County (Northridge)	MSA-7	\$51,000
Los Angeles County (Bell)	MSA-Bell	\$51,000
San Diego County (San Diego)	MSA-San Diego	\$49,000
Orange County (Santa Ana)	MSA-Santa Ana	\$49,000

Narrative:	
	1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
	2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year up to a total* of 25	25

Narrative:	
	1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
	2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points.
	3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
	4) MPS Experience: Cap of 25 years will be applied for prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position with the same qualifying points.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years.

3) POSITION PAY

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	15
School-Social Worker	0

Narrative:

1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position.
See the table above.

2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	0
2: Developing (D)	0

1: Ineffective (I)

0

Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a “3: Effective (E)” rating or below will be ineligible for performance pay. Performance pay is only available to employees who rate as “4: Highly Effective (HE).”
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

5) PAY FOR ADDITIONAL DUTIES

Coefficient	
Coefficient for Additional Duties	\$1,000

	<u>Duties</u>	<u>Add-on Points</u>
Organizationwide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)		
1	History / Social Sciences	5.0
2	Science and STEAM Enrichment and GATE	5.0
3	Computer Science and Technology	5.0
4	Electives (Spanish, Art, PE, and other Electives)	5.0
5	Elementary Programs	5.0
6	Math	5.0
7	English	5.0
Schoolwide Coordination Duties		
1	Discipline Coordinator	5.0
2	I.T. Coordinator/Technician	5.0
3	Testing Coordinator	5.0
4	After School Coordinator	5.0
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5.0
6	EL Coordinator	5.0
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3.0
8	Athletic Director (CIF and non-CIF)	5.0
9	STEAM Festival/Expo Coordinator	2.0
10	Community and Family Outreach Coordinator	2.0
11	WASC Self-Study Coordinator	3.0
12	Blended Learning Coordinator	1.0
13	Extracurricular Activities Coordinator	1.0
14	504 Coordinator / SSPT (max 10cases)	2.0
15	SPED Coordinator	5.0
Chair/Mentorship/Special Committee Duties		
1	Department Chair (5+ teachers)	3.0
2	Department Chair (1-4 teachers)	2.0
3	Grade Level Chair (5+ teachers)	3.0
4	Grade Level Chair (1-4 teachers)	2.0
5	Student Leadership/Gov't. Advisor	2.0
6	B TSA Mentor	1.5

7	CAP Mentor	1.0
8	Reflection Committee Team Member	1.0
Club/Competition Duties		
1	Special Club (Category 1)	1.0
2	Special Club (Category 2)	2.0
3	Extra Club	1.0
4	Seasonal Sports Coach (per sport)	1.5
Additional Teaching Duties		
1	AP Teacher (per AP course)	2.0
2	Extra Teaching Hours (per hour per week)	1.0
3	Independent Study Synchronous Instruction (30min per week)	1.8
4	Independent Study Synchronous Instruction (60min per week)	3.6

Additional Duties – One-Time Assignment			
	COMPONENT NAME	DOLLAR AMOUNT	PER
*	* Hourly staff are not eligible for additional duties pay and will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.		
1	Home Visit Program	\$50	VISIT
2	Saturday School	\$50	HOUR
3	Parent Academy Coordinator	\$50	HOUR
4	Parent Academy Teacher	\$50	HOUR
5	After School Coordinator	\$30	HOUR
6	After School Support	\$20	HOUR
7	Zero Period Assistance	\$30	HOUR
8	Substituting for another teacher	\$50	HOUR
9	Edge Coaching-Mentoring	\$35	HOUR
10	Providing PD/Workshop	\$50	HOUR
11	School Camp-Trip	\$200	DAY
12	SAT/ACT or College Prep Boot Camp	\$30	HOUR
13	Assisting enrollment recruitment event, orientation meeting, open houses	\$35	HOUR
14	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT
15	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR
16	Assisting Nutrition Supervision	\$20	NUTRITION
17	Extra Tutoring Sessions	\$30	HOUR
18	Virtual Home Visit	\$25	VISIT
19	Attending PDs stipend (weekends, holidays, and summer, outside of work days)	\$150	DAY (MAX 4 DAYS)
20	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR
21	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD

NARRATIVE

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. . These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) * Department chair and grade level chair add-on points are 3.0 for supervising staff of five or more and 2.0 for supervising staff of one to four.
- 6) Special Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/MathCounts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition. Special Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
- 7) Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
- 8) **Athletic Director is eligible to receive add-on points for both being the school's primary athletic director and coaching seasonal sports as applicable.
- 9) *** For middle/high school grades, each additional weekly teaching hour over the standard 25 hours, plus 2.5 hours of SSR/Advisory, will earn the employee 1.0 point for their annual salary. For example; a teacher teaching 27 hours, plus 2.5 hours of SSR/Advisory per week, over a year will earn 2.0 add-on points, i.e., and additional \$2,000 for the year. MPS does not recommend extra teaching hours other than in extenuating circumstances.
- 10) Exceptions: Additional duties are for full-time teaching staff only. Principals and assistant principals/deans do not earn add-on points or additional pay for any of the additional duties listed in these tables, with the exception of Saturday School, **and regular/virtual home visits**. After-school coordinators do not earn additional pay for after-school coordination if the activities are already a part of their job duties.
- 11) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/10/16	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	3/8/17	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	05/27/20	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar

7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar
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MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: **02/10/22**

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions													
1.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">Base School Salary</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="text-align: center; padding: 5px;">+</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2. Employee Qualifications Pay</td> <td style="text-align: center; padding: 5px;">+</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">3. Position Pay (where applicable)</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>	Base School Salary	+			+		2. Employee Qualifications Pay	+		3. Position Pay (where applicable)		
Base School Salary	+												
	+												
2. Employee Qualifications Pay	+												
3. Position Pay (where applicable)													
	<p style="text-align: right;">➔ Base Employee Salary</p>												
4.	Employee Performance Pay												

Narrative:

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2021 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
- 6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$80,000	Maximum: \$110,000
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Principal

Minimum: \$100,000 Maximum: \$140,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one

(1) year of service and any employee who fails to do so must return the signing bonus to the School.

13) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

14) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$52,000
Los Angeles County (Van Nuys)	MSA-2	\$52,000
Los Angeles County (Carson)	MSA-3	\$51,000
Los Angeles County (Los Angeles)	MSA-4	\$51,000
Los Angeles County (Reseda)	MSA-5	\$51,000
Los Angeles County (Los Angeles)	MSA-6	\$51,000
Los Angeles County (Northridge)	MSA-7	\$51,000
Los Angeles County (Bell)	MSA-Bell	\$51,000
San Diego County (San Diego)	MSA-San Diego	\$49,000
Orange County (Santa Ana)	MSA-Santa Ana	\$49,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year up to a total* of 25	25
7	MPS Experience (AP/Dean)	\$1,015	1 for each year up to a total* of 25	25
8	MPS Experience (Principal)	\$1,015	1 for each year up to a total* of 25	25

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
- 4) MPS Experience: Cap of 25 years will be applied for prior full-time, regular employment with MPS in the same or a similar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.
- 5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

3) POSITION PAY

Position Points				
Assistant Principal/Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55

Narrative:

1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY**Available Performance Pay**

School Leader Positions	\$2,000
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End-of-Year Overall Evaluation Ratings

Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	0
2: Developing (D)	0
1: Ineffective (I)	0

Narrative:

1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.

Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a “3: Effective (E)” rating or below will be ineligible for performance pay. Performance pay is only available to employees who rate as “4: Highly Effective (HE).”

3) Available performance pay will be a maximum of \$2,000 for school leader positions.

4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.

5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

MPS Board Approved Additional Duties-One Time Assignment for the 2021-22 School Year

Additional Duties – One-Time Assignment			
	COMPONENT NAME	DOLLAR AMOUNT	PER
	All MPS school admins are eligible for home visit program one time add on per the MPS Board approved home visit policy. School admins are also eligible for the one time Saturday school add on per the MPS Board approved pay scale for school leaders.		
1	Home Visit Program	\$50	VISIT
2	Virtual Home Visit	\$25	VISIT
3	Saturday School	\$50	HOUR

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego. -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

Cover Sheet

Approval of MPS Comprehensive School Safety Plans

Section:	V. Action Items
Item:	B. Approval of MPS Comprehensive School Safety Plans
Purpose:	Vote
Submitted by:	
Related Material:	Approval of Comprehensive School Safety Plans.pdf



Board Agenda Item #	V B: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Jason Hernandez, Director of Student Services
RE:	Approval of Comprehensive School Safety Plans

Proposed Board Motion

I move that the Magnolia Public School Board approve the Comprehensive School Safety Plans for the school year 2022-23 for the following MPS Schools: MSA-1, MSA-2, MSA-3, MSA-4, MSA-7, MSA-Bell, MSA-Santa Ana, and MSA San Diego

Introduction

The Comprehensive School Safety Plans are living documents and revised continuously to improve the safety of our school sites for the benefit of all educational partners.

Background

Per California Education Code (EC) Section 32281 (a) our schools are required to develop and maintain a Comprehensive School Safety Plan (CSSP) to address campus risks, prepare for emergencies, and create a safe and secure learning environment for students and school personnel. The CSSP is constructed at the school site with input from educational partners and, it is renewed and reviewed annually by the MPS Board.

Analysis

CSSP are modeled after promising school safety plans, alignment with authorizer expectations, and created using the California Department of Education Compliance Tool for a Comprehensive School Safety Plan, <https://www.cde.ca.gov/ls/ss/vp/documents/schoolsafetyplanchklist.pdf>. To ensure appropriate supports, the plans have broiler plate language in order to streamline protocols and procedures. The final section of personnel and data is crafted by each school site specific to their capacity and school community needs.

Budget Implications

Not Applicable

Exhibits (Attachments):

- California Department of Education, Safe Schools Planning, Compliance Tool for Comprehensive School Safety Plans..... Pg. 3
- Comprehensive School Safety Plans:
 - Magnolia Science Academy-1..... Pg.9
 - Magnolia Science Academy-2..... Pg.75
 - Magnolia Science Academy-3..... Pg.143
 - Magnolia Science Academy-4..... Pg.207
 - Magnolia Science Academy-7..... Pg.272
 - Magnolia Science Academy-8..... Pg.338
 - Magnolia Science Academy-Santa Ana..... Pg.404
 - Magnolia Science Academy-San Diego..... Pg.470

Compliance Tool for a Comprehensive School Safety Plan
California *Education Code* sections 32280–32289.5
Required and Recommended Components for a Comprehensive
School Safety Plan

Note: This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). Use of this tool is optional. Each school, school district, and county office of education is responsible for compliance and familiarity with all sections of California *Education Code* sections 32280–32289.5.

Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	Include date and plan	Comments

Section 32281	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(b)(1) Plan is written and developed by a school site council (SSC)</p> <p>(2) The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired</p>	Include date and plan	Include planning committee roster
<p>(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP</p> <p>The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities</p> <p>Effective January 1, 2019, Assembly Bill 1747 expanded the requirements of this section as noted here</p>	Include date and agencies	Comments

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:	Include date and plan	Comments
(1) An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included: <ul style="list-style-type: none"> • Office Referrals • Attendance rates/School Attendance Review Board • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data 	Include date and plan	Describe the data reviewed and key analysis points, and table of findings Document how this information was shared with SSC/planning committee
(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:	Include date and plan	Additional items to consider: Threat Assessment Student Support Teams
(A) Child Abuse Reporting procedures	Include date and plan	Include board policy and site-specific steps
(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:	Include date and plan	Use the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting <i>California Code of Regulations</i>

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(i) Earthquake emergency procedure system that includes:</p> <p>(I) A school building disaster plan</p> <p>Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p>(II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools</p> <p>(III) protective measures to be taken before, during, and after an earthquake</p> <p>(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	Include date and plan	<p>Detail response procedures may include:</p> <ul style="list-style-type: none"> • Lock Down • Secure School • Active intruder or other threat(s) <p>Describe information on training and exercise drills</p>
(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency	Include date and plan	Comments
(C) Suspension/Expulsion policies and procedures	Include date and plan	Refer to board policy, include site-specific steps, if needed
(D) Procedures to notify teachers of dangerous pupils	Include date and plan	Refer to board policy, include site-specific steps, if needed

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
(F) If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site		Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
(H) Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	Comments
(I) Rules and procedures on school discipline are established	Include date and plan	Comments
<p>(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community</p> <p>Note: Effective January 1, 2019, AB 1747 requires the inclusion of these procedures</p>		Consult with local law enforcement partners on developing these procedures
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	Comments
<p>(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented</p> <p>An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public</p>	School must review, update, and adopt by March 1	Comments

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP</p> <p>Note: Effective January 1, 2019, Assembly Bill 2291 requires local educational agencies to adopt, on or before December 31, 2019, procedures for prevention of acts of bullying, including cyberbullying. The bill does not require that these procedures be placed in the CSSP, however, they may be placed in it</p> <p>AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils</p>	<p>Include date and plan</p>	<p>Comments</p> <p>The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP</p> <p>Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at https://www.cde.ca.gov/ls/s/s/se/bullyres.asp</p>

Section 32282.1	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus <p>(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time</p>	<p>Include date and plan</p>	<p>Include school counselors, nurses, coaches, athletic directors, and other positions, if used</p>

Section 32284	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	Comments

Section 32286	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date and plan	See Section 32288 for guidance on school district or COE approval timeline

Section 32288	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Include date and plan	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Include date, agenda, and supporting communications	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	Comments

Note: This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280–32289.5.

California Department of Education

January 2021



Comprehensive School Safety Plan

Magnolia Science Academy
MAGNOLIA PUBLIC SCHOOLS

Brad Plonka, Principal
18238 Sherman Way, Reseda, CA 91335
818-609-0507
msa1@magnoliapublicschools.org

A meeting for public input was held on December-----

Plan Revised January-----

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February-----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 1
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the Magnolia Science Academy 1 School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Brad Plonka, Principal	Date
Jessica Perez, Teacher Representative	Date
Doris Samayoa, Parent	Date
Silvia Rodriguez, Parent	Date
Maria Olvera, Parent	Date
Jennifer Orozco, Classified Representative	Date
Lindsay Flores, Student	Date
Yonara Dombagahawatta, Student	Date
Oscar Bocanegra, Los Angeles Police Department	Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

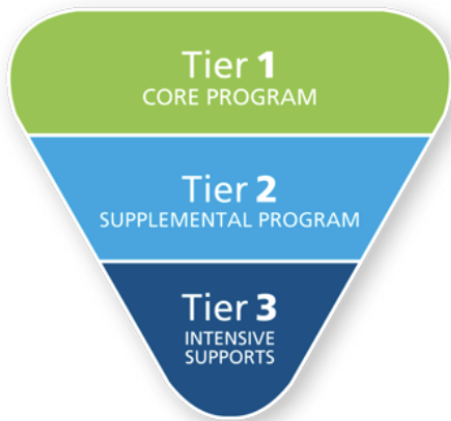
In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be

provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school

administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every one (1) year thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

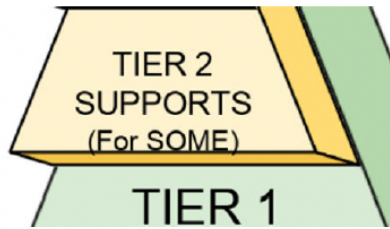
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

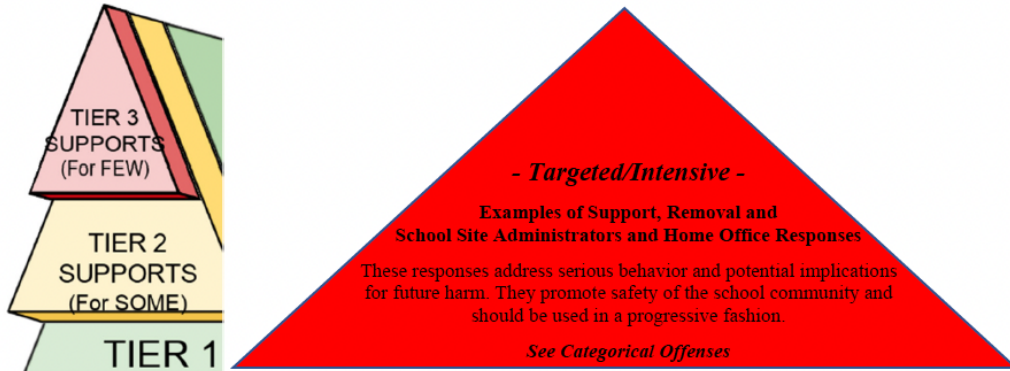
These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- **Objective:** Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- **Related Activities:** Review regularly during Professional Development, committee meetings and safety meetings.
- **Resources needed:** Safety plan
- **Person(s) responsible for implementation:** Designated administrator, safety committee
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- **Objective:** Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- **Related Activities:** Teachers can report concerns during weekly staff meetings.
- **Resources needed:** Walk-thru form, building supplies
- **Person(s) responsible for implementation:** Plant manager
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Assessment of Data

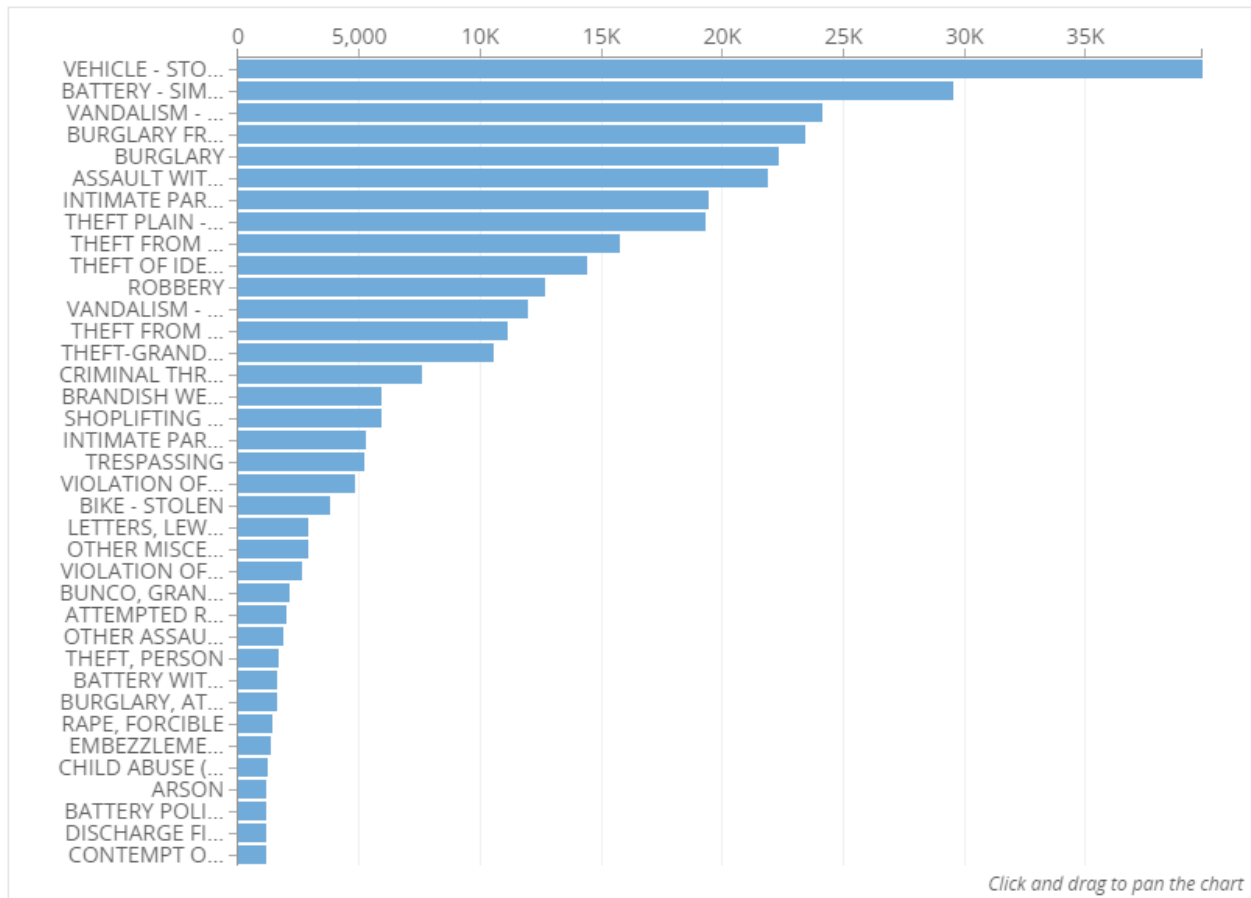
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 91335 between August 11, 2021 (first day of school) and November 5, 2021 include:

1. Vehicle - Stolen
2. Battery - Simple Assault
3. Vandalism - Felony

This data is represented by the following graphic pulled from source website:



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

- Suspension/Expulsion Data - 6
- Behavior Referrals - 307
- Attendance Rates HS - 96.56%
- Attendance Rates MS - 94.93%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Map MS

Emergency Map HS

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR:	YES: _____	NO: _____
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MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) **Drill Type *** fire
 earthquake
 lockdown
 shelter in place
 take cover

2) **Select One *** new drill submission
 drill resubmission
 actual emergency

3) **Date Conducted *** **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) **Alert Type *** bell/tone
 PA system
 megaphone
 whistle
 other

7) **How many minutes did evacuation take? If no evacuation, respond "0." ***

8) **Did everyone on campus participate? *** yes
 no

9) **If parents/guardians participated, what were their roles?**

10) **How were parents/guardians notified about the drill? ***

 Select up to 20 choices

11) **Was an Incident Command Post established? *** yes
 no

12) **Did an employee take the School Emergency Response Box to the assembly area/command post? *** yes
 no

13) **How was the school's Integrated Safe School Plan (ISSP) used for the drill? ***
 Select up to 20 choices

14) **Comments regarding the ISSP**

15) **Rate each of the below aspects of the drill. Five is the highest.**

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
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16) **Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? ***
 yes
 no

17) **List the top lesson learned from this drill and how it will be addressed.**

18) **What District training support would improve emergency drills and/or preparedness?**

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES



Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 1
MAGNOLIA PUBLIC SCHOOLS

Brad Plonka, Principal
18238 Sherman Way, Reseda, CA 91335
818-609-0507
msa1@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC
VIEW FOR SAFETY PURPOSES**

Comprehensive School Safety Plan

Magnolia Science Academy 2
MAGNOLIA PUBLIC SCHOOLS



David Garner, Principal
17125 Victory Blvd, Van Nuys, CA 91406
(818) 758-0300
dgarner@magnoliapublicschools.org

A meeting for public input was held on 1/14/22

Plan Revised January----

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 2
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the MSA2 School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

David Garner, Principal	Date
Joseph Compagno, (Teacher Representative)	Date
Wendy Salinas, (Teacher Representative)	Date
Martha Fuentes, Parent Representative	Date
Perla Bravo, (Classified Employee Representative)	Date
Cesar Granados, Parent Representative	Date

Vanessa Sosa, Parent Representative	Date
(name), (Law Enforcement Agency)	Date
(name), (Fire Department – <i>Optional but Encouraged</i>)	Date
(name), (Other)	Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;

- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;

4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.

- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.

- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.

- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method

for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.

- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)

- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies

and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of

Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

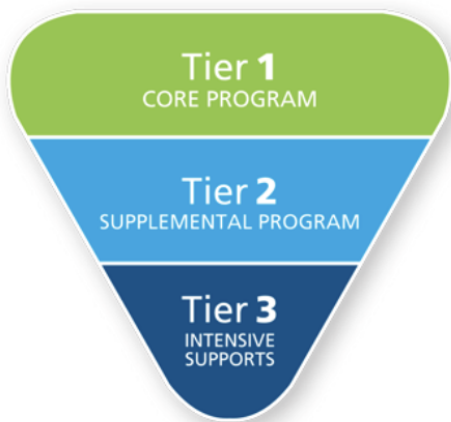
Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class

setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.



TIER 1

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

1. while on school grounds;

2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, going to, or coming from a school-sponsored activity.

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee

who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students’ teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support.

In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School

secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen.

The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

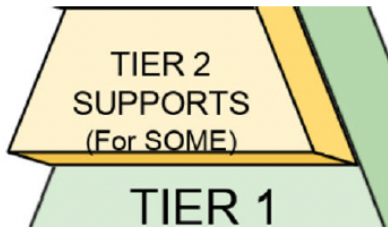
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

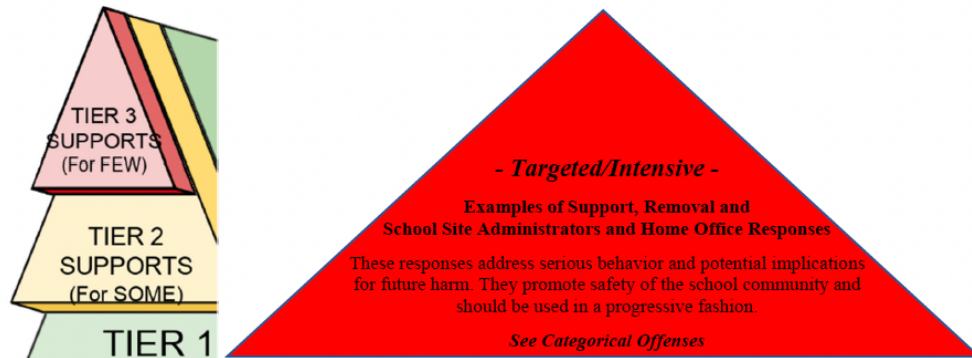
These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated administrator, safety committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Assessment of Data

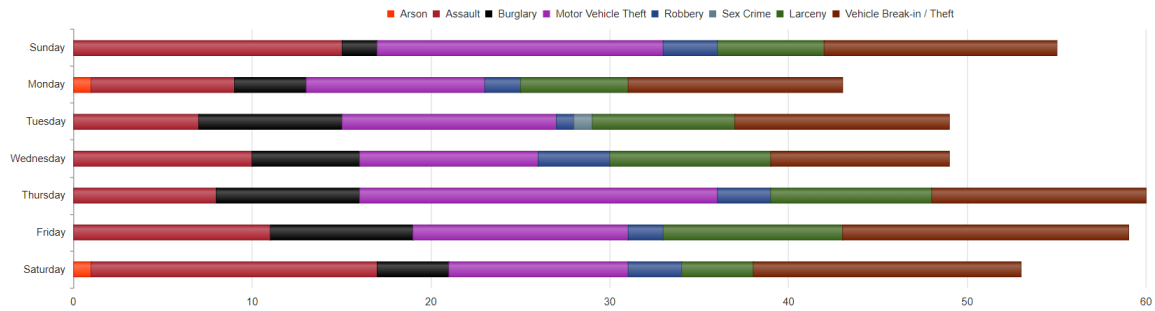
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

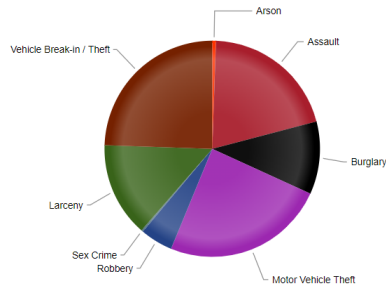
The top three crime violations in the area of 91406 between August 11, 2021 (first day of school) and November 5, 2021 include:

1. #1 Motor Vehicle Theft
2. #2 Vehicle Break-ins/ Theft
3. #3 Assault

This data is represented by the following graphic pulled from source website:



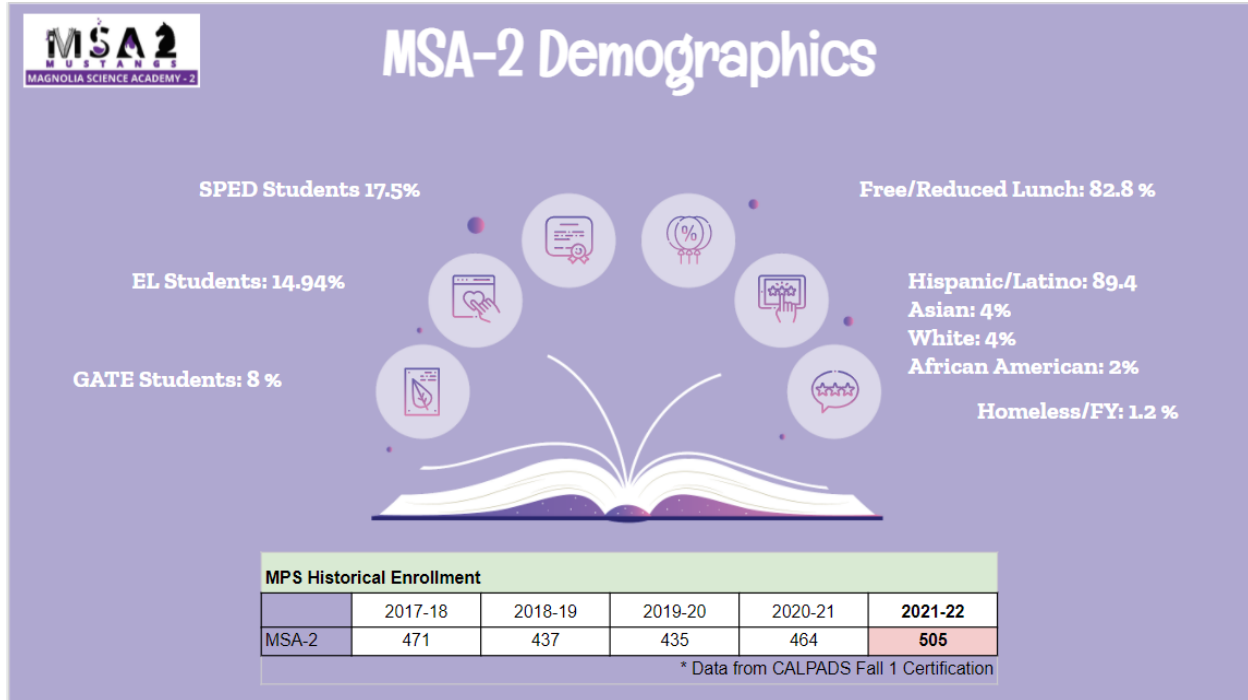
Crime Summary



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

- Student information Data



- Behavior Referrals

# of Behavior Referrals	# of Behavior Referrals resulting in Expulsion
6	1

- Attendance Rates

Grade	Student Count	Unexcused Absences (days)	Unexcused Absences (daily average)	Percent In Attendance
6	93	30	.53	91.68%
7	108	26.50	.45	93.75%
8	95	40	.66	93.71%
9	77	84	1.40	93.52%
10	58	53	.87	92.58%
11	48	78	1.34	91.89%
12	42	37	.61	94.88%

MS	296	96.50	1.64	93.11%
HS	225	252.50	4.22	93.17%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES.

Emergency Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES.

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ **NO:** _____

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) Drill Type * fire
 earthquake
 lockdown
 shelter in place
 take cover

2) Select One * new drill submission
 drill resubmission
 actual emergency

3) Date Conducted * **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) Alert Type * bell/tone
 PA system
 megaphone
 whistle
 other

7) How many minutes did evacuation take? If no evacuation, respond "0." *

8) Did everyone on campus participate? * yes
 no

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill? *

 Select up to 20 choices

11) Was an Incident Command Post established? * yes
 no

12) Did an employee take the School Emergency Response Box to the assembly area/command post? * yes
 no

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill? *
 Select up to 20 choices

14) Comments regarding the ISSP

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
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16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? *
 yes
 no

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR
SAFETY PURPOSES.**

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 2
MAGNOLIA PUBLIC SCHOOLS



David Garner, Principal
17125 Victory Blvd, Van Nuys, CA 91406
(818) 758-0300
dgarner@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR
SAFETY PURPOSES.**

Comprehensive School Safety Plan

Magnolia Science Academy - 3



Zekeriya Ocel
1254 E Helmick St, Carson, CA 90746
(310) 637-3806
zocel@magnoliapublicschools.org

A meeting for public input was held on December 17, 2021

Plan Revised Jan 13, 2022

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

MSA-3
Comprehensive School Safety Plan - Signature Page
2022-2023

The undersigned members of the (Magnolia Science Academy 3) School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

(Zekeriya Ocel), Principal (or Designee)	Date
(Michelle Berry), (Teacher Representative)	Date
(Detra Perkins), Parent	Date
(Mia Murray), (Classified Employee Representative)	Date
(Adrian Perez), (Student - Optional)	Date
(Carson Sheriff), (Law Enforcement Agency)	Date
(Carson), (Fire Department – <i>Optional but Encouraged</i>)	Date
(Keith Wright), (Dean of Students)	Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

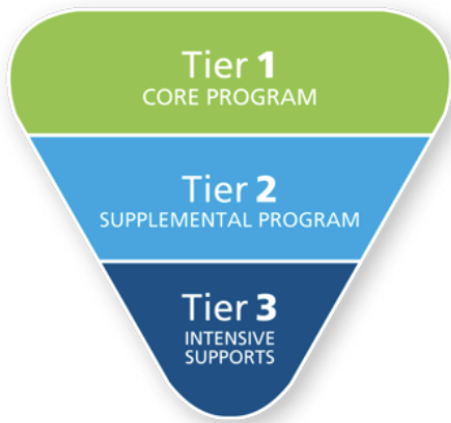
In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be

provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school

administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen.

The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Confidential
Memorandum**

To: _____, Teacher

From: _____, Principal

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local

laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.

3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - o PA announcement using predetermined code phrases.
 - o Classroom doors should be closed.
 - o Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. ● Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

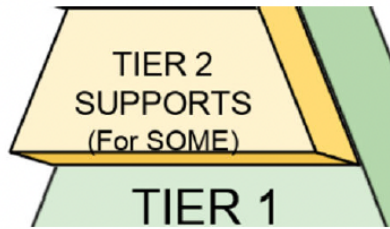
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated administrator, safety committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Assessment of Data

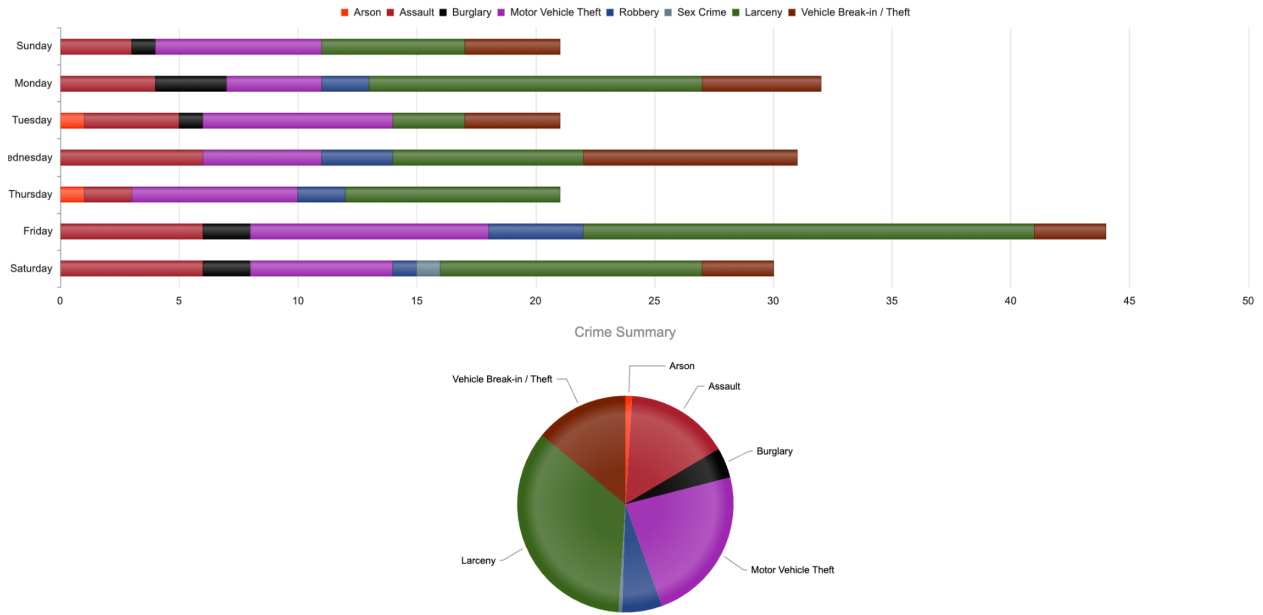
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90746 between August 11, 2021 (first day of school) and November 5, 2021 include:

1. #1 Larceny
2. #2 Motor Vehicle theft
3. #3 Vehicle Break In / Theft

This data is represented by the following graphic pulled from source website: <http://crimemapping.com>



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

- Suspension/Expulsion Data - 4 Suspensions
- Student information Data - 11 Tier 2 or 3 incidents
- Behavior Referrals - 50
- Attendance Rates - 95.28%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES.

Emergency Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR
SAFETY PURPOSES.

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR:	YES: _____	NO: _____
------------------------------------	-------------------	------------------

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) **Drill Type *** fire
 earthquake
 lockdown
 shelter in place
 take cover

2) **Select One *** new drill submission
 drill resubmission
 actual emergency

3) **Date Conducted *** **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) **Alert Type *** bell/tone
 PA system
 megaphone
 whistle
 other

7) **How many minutes did evacuation take? If no evacuation, respond "0."**

8) **Did everyone on campus participate? *** yes
 no

9) **If parents/guardians participated, what were their roles?**

10) **How were parents/guardians notified about the drill? ***

 Select up to 20 choices

11) **Was an Incident Command Post established? *** yes
 no

12) **Did an employee take the School Emergency Response Box to the assembly area/command post? *** yes
 no

13) **How was the school's Integrated Safe School Plan (ISSP) used for the drill? ***
 Select up to 20 choices

14) **Comments regarding the ISSP**

15) **Rate each of the below aspects of the drill. Five is the highest.**

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
--	--	--	--	--	--	------------------------------	--	-------------------	--

16) **Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? ***
 yes
 no

17) **List the top lesson learned from this drill and how it will be addressed.**

18) **What District training support would improve emergency drills and/or preparedness?**

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR
SAFETY PURPOSES

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy 3
MAGNOLIA PUBLIC SCHOOLS



Zekeriya Ocel
1254 E Helmick St, Carson, CA 90746
(310) 637-3806
zocel@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM
PUBLIC VIEW FOR SAFETY PURPOSES**

Comprehensive School Safety Plan

Magnolia Science Academy-4 LAUSD



Musa Avsar, Principal
11330 W. Graham Pl. Los Angeles, CA 90064
(310) 473-2464
mavsar@magnoliapublicschools.org

A meeting for public input was held and approved by School Site Council on February 2nd, 2022 at Magnolia Science Academy-4

Plan Adopted by School Site Council 02/02/2022

Reviewed by Law Enforcement 1/18/2022
Officer Kim #1176 LASPD

Plan approved by **MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD** for review **February----**

This document is available for public inspection during regular business hours at 7:30 am - 4:00 pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number, and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy-4
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the Magnolia Science Academy-4 School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Musa Avsar, Principal (or Designee)	Date:2/2/22
Amine Farhat, (Teacher Representative)	Date:2/2/22
Norma Padia, Parent	Date:2/2/22
Laura Esquivel, (Classified Employee Representative)	Date:2/2/22
Anai Padia, (Student - Optional)	Date:2/2/22
Officer Kim #1176, (LASPD - Law Enforcement Agency)	Date:1/18/22
Mariefe Brown, Parent	Date:2/2/22

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

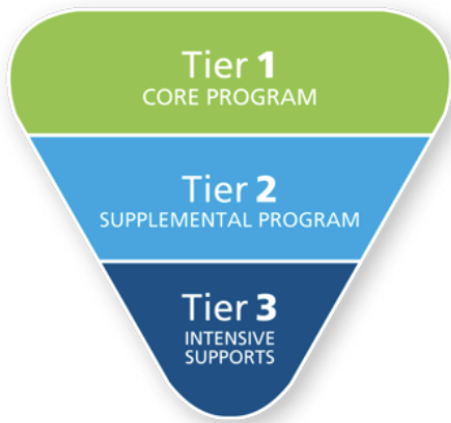
In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be

provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school

administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - o PA announcement using predetermined code phrases.
 - o Classroom doors should be closed.
 - o Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.
- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.

- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a

drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student

behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

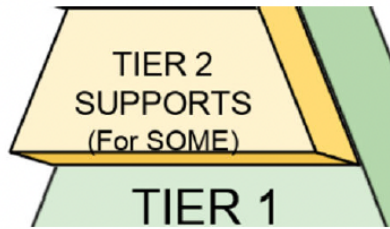
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- **Objective:** Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- **Related Activities:** Review regularly during Professional Development, committee meetings and safety meetings.
- **Resources needed:** Safety plan
- **Person(s) responsible for implementation:** Designated administrator, safety committee
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- **Objective:** Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- **Related Activities:** Teachers can report concerns during weekly staff meetings.
- **Resources needed:** Walk-thru form, building supplies
- **Person(s) responsible for implementation:** Plant manager
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

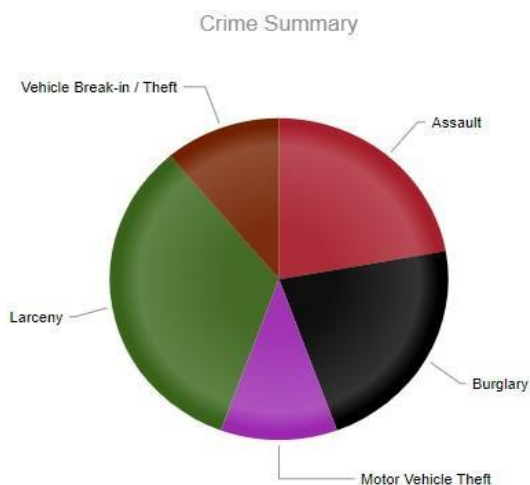
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via <https://www.crimemapping.com/Share/6a9f8f15010a4b51a38f37d0d58a1852>

1. Theft / Larceny
2. Vehicle Break-In /Theft
3. Burglary

This data is represented by the following graphic pulled from the source website:



School-wide Data

Data regarding school community crime was compiled from Infinite Campus, local records, and logs. Data was reviewed on November 5, 2021. The following data was reviewed:

Suspension/Expulsion data:

- Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions was noted due to the implementation of the positive behavior support model (PBIS) and the multi-tiered system of supports (MTSS)
- Behavior referral, Infinite Campus was used to identify and segregate all behavior referrals. On IC there are two different types of behavior reporting: Behavior Management and Behavior Referral. All principals and deans should be using the Behavior Management area. All teachers are using Behavioral referrals.
- If upon further investigation a behavior incident is more severe, the admin team can go in and input the appropriate code and consequences. Also, we have a resolution option to add which is CALPADS reportable resolutions.

School Improvement Plan

- Reviewed current years' plan to identify any additional areas of improvement needed.

Property Damage data

- Reviewed Infinite Campus behavior data to identify any property damage that has occurred.

Attendance rates

- Student attendance rates were pulled from Infinite Campus.
- Truancy data was pulled from Infinite Campus. We have 23 students who have been sent truancy letters.
- Our school ADA percentage is 94% current as of 1/14/22.

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration

- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off-campus.

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ **NO:** _____

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) **Drill Type *** fire
 earthquake
 lockdown
 shelter in place
 take cover

2) **Select One *** new drill submission
 drill resubmission
 actual emergency

3) **Date Conducted *** **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) **Alert Type *** bell/tone
 PA system
 megaphone
 whistle
 other

7) **How many minutes did evacuation take? If no evacuation, respond "0."**

8) **Did everyone on campus participate? *** yes
 no

9) **If parents/guardians participated, what were their roles?**

10) **How were parents/guardians notified about the drill? ***

 Select up to 20 choices

11) **Was an Incident Command Post established? *** yes
 no

12) **Did an employee take the School Emergency Response Box to the assembly area/command post? *** yes
 no

13) **How was the school's Integrated Safe School Plan (ISSP) used for the drill? ***
 Select up to 20 choices

14) **Comments regarding the ISSP**

15) **Rate each of the below aspects of the drill. Five is the highest.**

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
--	--	--	--	--	--	------------------------------	--	-------------------	--

16) **Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? ***
 yes
 no

17) **List the top lesson learned from this drill and how it will be addressed.**

18) **What District training support would improve emergency drills and/or preparedness?**

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy-4 LAUSD



Musa Avsar, Principal
11330 W. Graham Pl. Los Angeles, CA 90064
(310) 473-2464
mavsar@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR
SAFETY PURPOSES**

Comprehensive School Safety Plan

Magnolia Science Academy 7 MAGNOLIA PUBLIC SCHOOLS



Meagan Wittek, Principal
18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
mwittek@magnoliapublicschools.org

A meeting for public input was held on October 26, 2022

Plan Revised January 14, 2022

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy 7
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the (MSA 7) School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

<i>Meagan Wittek</i>	10/26/21
<hr/>	
(Meagan Wittek), Principal (or Designee)	Date
<i>Jenn Rivera</i>	10/26/21
<hr/>	
(Jenn Rivera), (Teacher Representative)	Date
<i>Adam Jacobs</i>	10/26/21
<hr/>	
(Adam Jacobs), Parent	Date
<i>Veronica Romero</i>	10/26/21
<hr/>	
(Veronica Romero), (Classified Employee Representative)	Date
<hr/>	
(name), (Student - Optional)	Date
<i>Patti Peteque</i>	
<hr/>	
(Officer Patti Peteque), (Law Enforcement Agency)	Date
<i>Samuel Galvan</i>	
<hr/>	
(Sameul Galvan), (Fire Department – <i>Optional but Encouraged</i>)	Date
<i>Gil Yoon</i>	10/26/21
<hr/>	
(Gil Yoon), (Designee)	Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property

- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their

peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory

committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property

- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

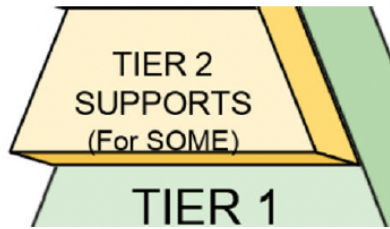
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- **Objective:** Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- **Related Activities:** Review regularly during Professional Development, committee meetings and safety meetings.
- **Resources needed:** Safety plan
- **Person(s) responsible for implementation:** Designated administrator, safety committee
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- **Objective:** Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- **Related Activities:** Teachers can report concerns during weekly staff meetings.
- **Resources needed:** Walk-thru form, building supplies
- **Person(s) responsible for implementation:** Plant manager
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Assessment of Data

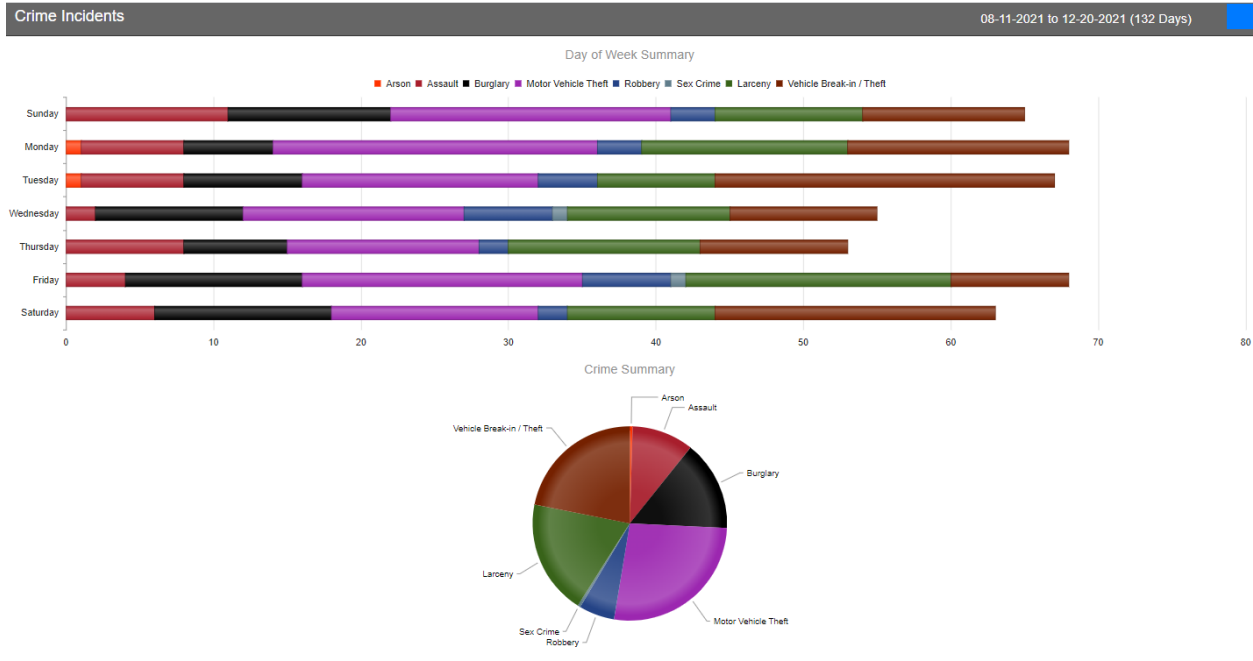
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 91325 between August 11, 2021 (first day of school) and December 20, 2021 include:

1. Motor Vehicle Theft
2. Vehicle Break In
3. Larceny/Burglary

This data is represented by the following graphic pulled from source website:
www.crimemapping.com/map/region/lapdWestValleyArea



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

- Suspension/Expulsion Data 0%/0%
- Attendance Rates 93.74% ADA

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map

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Emergency Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR:	YES: _____	NO: _____
------------------------------------	-------------------	------------------

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) **Drill Type *** fire
 earthquake
 lockdown
 shelter in place
 take cover

2) **Select One *** new drill submission
 drill resubmission
 actual emergency

3) **Date Conducted *** **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) **Alert Type *** bell/tone
 PA system
 megaphone
 whistle
 other

7) **How many minutes did evacuation take? If no evacuation, respond "0."**

8) **Did everyone on campus participate? *** yes
 no

9) **If parents/guardians participated, what were their roles?**

10) **How were parents/guardians notified about the drill? ***

 Select up to 20 choices

11) **Was an Incident Command Post established? *** yes
 no

12) **Did an employee take the School Emergency Response Box to the assembly area/command post? *** yes
 no

13) **How was the school's Integrated Safe School Plan (ISSP) used for the drill? ***
 Select up to 20 choices

14) **Comments regarding the ISSP**

15) **Rate each of the below aspects of the drill. Five is the highest.**

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
--	--	--	--	--	--	------------------------------	--	-------------------	--

16) **Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? ***
 yes
 no

17) **List the top lesson learned from this drill and how it will be addressed.**

18) **What District training support would improve emergency drills and/or preparedness?**

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Schoolwide Supporting Documents

Emergency Drill Calendar **2021-2022 and 2022-2023**

August

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

September

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

October

- Fire Drill
- Earthquake Drill
- Take Cover Drill

November

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

December

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

January

- Fire Drill
- Lockdown Drill
- Earthquake Drill (Drop/Cover/Hold)

February

- Fire Drill
- Earthquake Drill
- Take Cover Drill

March

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

April

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

May

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

June

- Fire Drill

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at this campus:

*Magnolia Science Academy-7 Home Office COVID-19 Response Team 213-628-3634

*MSA-7 Compliance Task Force Team 818-886-0585

Comprehensive Safe School Plan Quick Reference Guide

(Magnolia Science Academy 7)



MAGNOLIA PUBLIC SCHOOLS

Meagan Wittek, Principal
18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585

mwittek@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC
VIEW FOR SAFETY PURPOSES**

Comprehensive School Safety Plan

(Magnolia Science Academy- Bell)
MAGNOLIA PUBLIC SCHOOLS



Laura Schlottman, Principal
6411 Orchard Avenue
323-826-3925

lbschlottman@magnoliapublicschools.org

A meeting for public input was held on December 10th

Plan Revised January----

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy- Bell
Comprehensive School Safety Plan - Signature Page,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
2022-2023**

The undersigned members of the (Magnolia Science Academy- Bell) School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

(Laura Schlottman), Principal (or Designee)	Date
(Cecilia Martinez), Special Education Teacher and Coordinator	Date
(Ernesto Armijo), Parent	Date
(Albert Nguyen), (Classified Employee Representative)	Date
(Giovanni Perez), (Student - Optional)	Date
(Bell Police Department), (Law Enforcement Agency)	Date
(Station 163), (Fire Department – <i>Optional but Encouraged</i>)	Date

 (Arturo Prado), (Dean of Students)

Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.

- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.

- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.

- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion,” including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the

Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

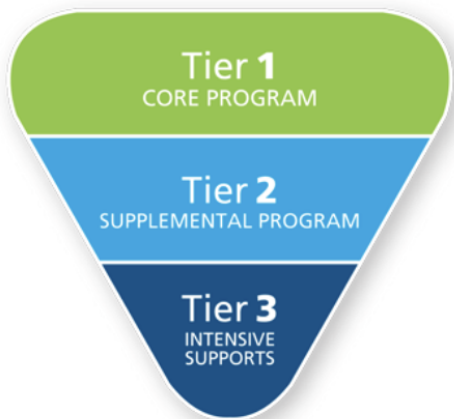
Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline

issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.



TIER 1

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind

- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a

recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen.

The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense

- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such

conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

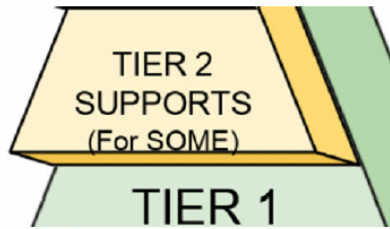
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated administrator, safety committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Assessment of Data

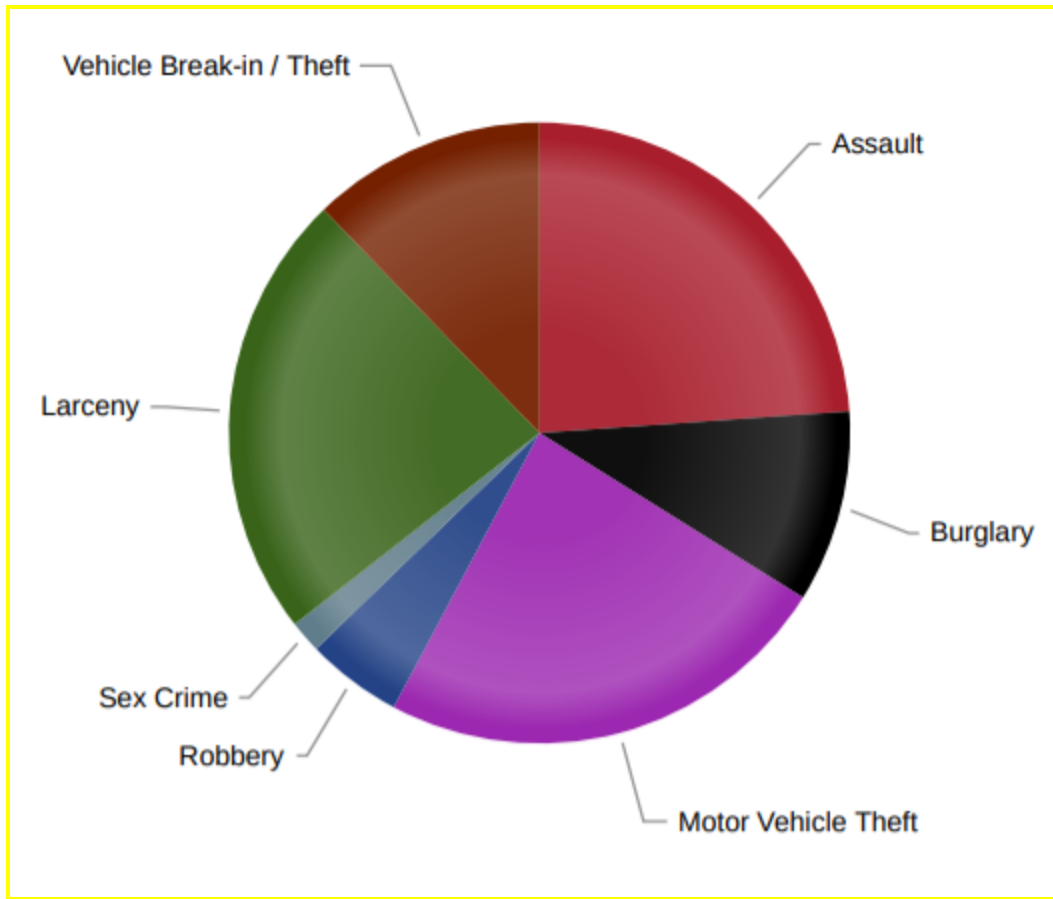
Local Crime Data

- a. Local law enforcement crime data
 - i. During the most recent 6 month period from 6/7/21 through 12/03/21, there have been 180 reported crimes in a 1-mile radius around the school.

The top three crime violations in the area of 90201 include:

1. #1 Motor Vehicle Theft
2. #2 Assault
3. #3 Larceny

This data is represented by the following graphic pulled from source website:



School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on December 3rd, 2021. The following data was reviewed:

- Suspension/Expulsion Data
 - In-School suspension- 0%
 - Out-of School Suspension- 0.05%
 - Student information Data
 - Behavior Referrals
 - 91 Incidents on Infinite Campus
 - After classes 1
 - During passing 1
 - Other 1
 - Other time during school hours 1
 - During lunch/recess 2
 - Before Class 4
 - No Context Reported 6
 - During class 75
- Attendance Rates
 - 90% Average Daily Attendance

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook

- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map/Emergency Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ **NO:** _____

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) Drill Type * fire
 earthquake
 lockdown
 shelter in place
 take cover

2) Select One * new drill submission
 drill resubmission
 actual emergency

3) Date Conducted * **4) Time Started ***
5) Time Completed (including accounting for everyone) *

6) Alert Type * bell/tone
 PA system
 megaphone
 whistle
 other

7) How many minutes did evacuation take? If no evacuation, respond "0." *

8) Did everyone on campus participate? * yes
 no

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill? *

 Select up to 20 choices

11) Was an Incident Command Post established? * yes
 no

12) Did an employee take the School Emergency Response Box to the assembly area/command post? * yes
 no

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill? *
 Select up to 20 choices

14) Comments regarding the ISSP

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
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16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? *
 yes
 no

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

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Comprehensive Safe School Plan Quick Reference Guide

Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS



Mrs. Laura Schlottman, Principal
6411 Orchard Avenue
Bell Ca, 90201
323-826-3925

lbschlottman@magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW
FOR SAFETY PURPOSES**

Comprehensive School Safety Plan

Magnolia Science Academy - Santa Ana
MAGNOLIA PUBLIC SCHOOLS



Steven Keskindurk, Campus Director
2840 West 1st Street
714-479-0115
msasa.magnoliapublicschools.org

A meeting for public input was held on December 8, 2021

Plan Revised January 14th, 2022

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING
BOARD for review February----

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy - Santa Ana
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the Magnolia Science Academy - Santa Ana School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.



01/13/2022

Steven Keskindurk, Campus Director, Secondary Principal

Date



01/10/2022

Candice Zaka, Teacher Representative

Date

Vanessa Gutierrez

1/14/2022

Vanessa Gutierrez, Parent

Date

N/A: name, Classified Employee Representative

Date

Guadalupe Malfavon

1/13/2022

Guadalupe Malfavon, Student - Optional

Date

PCSS William McGovern #3344

1/14/2022

William McGovern, Law Enforcement Agency)

Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

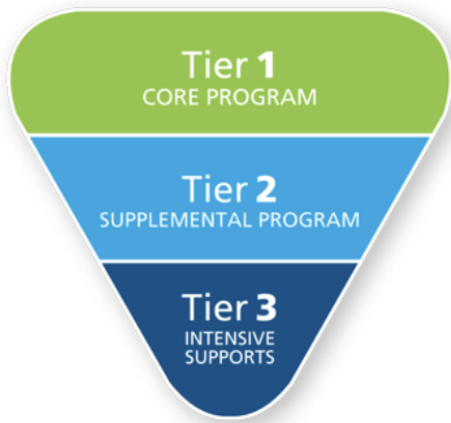
In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be

provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school

administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm

- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen.

The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

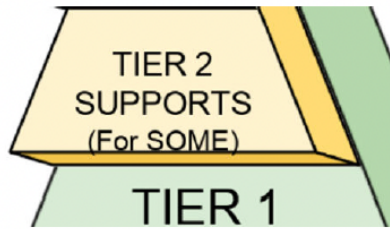
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated administrator, safety committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of **92703** between August 11, 2021 (first day of school) and November 5, 2021 include:

1. #1 Disturbing the Peace - 70%
2. #2 Assault - 25%
3. #3 Drugs/ Alcohol Violation - 5%

This data is represented by the following graphic pulled from source website:

Graphic not available

School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

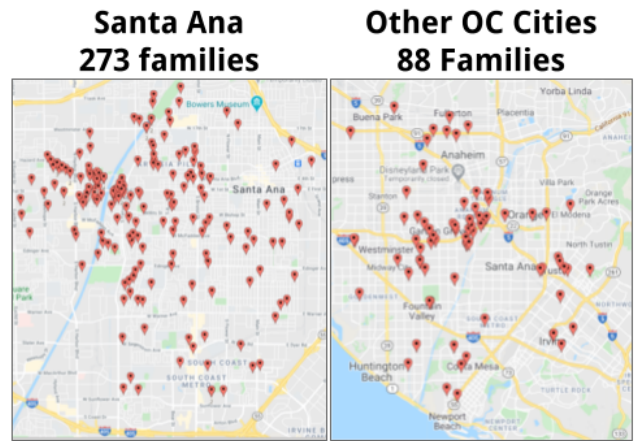
- Suspension/Expulsion Data - Suspended: 8 Expelled: 1
- Student information Data

We Believe in Our Students and Families

544 Students, 361 Families
Elementary: 289
Secondary : 255

5.3 % Homeless
0.18 % Foster Youth

30.9 % English Learners
16.9 % Students with Disabilities
84.2 % Socioeconomically Disadvantaged



89.7 % Hispanic / Latino
5.3 % White
2.2 % African American
1.8 % Asian

6

Behavior Referrals - 20

- Attendance Rates: 97.61%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR:	YES: _____	NO: _____
------------------------------------	-------------------	------------------

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) **Drill Type *** fire
 earthquake
 lockdown
 shelter in place
 take cover

2) **Select One *** new drill submission
 drill resubmission
 actual emergency

3) **Date Conducted *** **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) **Alert Type *** bell/tone
 PA system
 megaphone
 whistle
 other

7) **How many minutes did evacuation take? If no evacuation, respond "0."**

8) **Did everyone on campus participate? *** yes
 no

9) **If parents/guardians participated, what were their roles?**

10) **How were parents/guardians notified about the drill? ***

 Select up to 20 choices

11) **Was an Incident Command Post established? *** yes
 no

12) **Did an employee take the School Emergency Response Box to the assembly area/command post? *** yes
 no

13) **How was the school's Integrated Safe School Plan (ISSP) used for the drill? ***
 Select up to 20 choices

14) **Comments regarding the ISSP**

15) **Rate each of the below aspects of the drill. Five is the highest.**

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
--	--	--	--	--	--	------------------------------	--	-------------------	--

16) **Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? ***
 yes
 no

17) **List the top lesson learned from this drill and how it will be addressed.**

18) **What District training support would improve emergency drills and/or preparedness?**

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Comprehensive School Safety Plan Quick Reference Guide

Magnolia Science Academy - Santa Ana
MAGNOLIA PUBLIC SCHOOLS



Steven Keskindurk, Campus Director
2840 West 1st Street
714-479-0115
msasa.magnoliapublicschools.org

**TACTICAL INFORMATION IS REDACTED FROM PUBLIC
VIEW FOR SAFETY PURPOSES**

Comprehensive School Safety Plan

Magnolia Science Academy San Diego
MAGNOLIA PUBLIC SCHOOLS



Gokhan Serce
6525 Estrella Avenue, San Diego, CA 92120
619-644-1300
gserce@magnoliapublicschools.org

A meeting for public input was held on January 12, 2022

Plan Revised December 1, 2021

Plan approved by **MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD** for review February _____

This document is available for public inspection during regular business hours from 8:00am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Magnolia Science Academy San Diego
Comprehensive School Safety Plan - Signature Page
2022-2023**

The undersigned members of the Magnolia Science Academy San Diego School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

G. Serce

Principal

Date

(Teacher Representative)

Date

Parent

Date

Admin or Classified Employee Representative

Date

Student - Optional

Date

Law Enforcement Agency (Reached out to SDPD Eastern Division)

Date

Fire Department – *Optional but Encouraged*

Date

Other

Date

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

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Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;

- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- always Keep attendance sheets readily accessible in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency Onsite Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

- Los Angeles County 800-540-4000 or <https://reportChildAbuseLA.org>
- Orange County 714-940-1000 or 800-207-4464
- San Diego County 858-560-2191 or 800-344-6000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Service and Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home

or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of a Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Management Team and coordinate a response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- Medical emergencies involving any student or employee must be reported to the School Principal or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by the dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep the victim warm with a coat or blanket.
- Do not move the victim unless there is a danger of further injury. Do not give the victim anything to eat or drink.
- Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the School Principal or his/her designee, evacuate.
- Do not return to the building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to the School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The school principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit an incident report to the local law enforcement if an incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of the spill (colors, smells, visible gasses).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside the building unless ordered to evacuate by the Fire Department.
- The Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement Authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school Principal, or his/her designee.
- Do not argue with the participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify the school principal or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
- Notify parents or legal guardians.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to the utility company if necessary.
- If the situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

The person receiving the call:

- Listen - Do not interrupt the caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify the School Principal, or his/her designee, immediately.

The School Principal or Designee will:

- Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms, and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trash cans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosions

If an explosion occurs at the school, the following procedures should be used:

- Give the DROP and COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify the Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to the outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riots

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School staff should follow these guidelines when a riot occurs

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as backup help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of the captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages. Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

The school Principal or Designee should be responsible for the following:

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from the media or family.

Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Contact the Crisis Management Team through HOST, they will assign additional support to the school as needed.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder with a Weapon / Active Shooter

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or the school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The Principal or the Designee should follow these guidelines:

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are always to remain in the classrooms or designated locations.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If the P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of Facilities

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.

- Note the special needs of students or staff.
- Direct clerical staff to take schools' master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as the situation permits.

School staff should:

- Plan to evacuate his/her class and ride the bus or walk as the situation dictates.
- Take a copy of the class enrollment list.
- Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
- Notify the School Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurses or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate a crisis intervention team to deal with any emotional trauma.
- Provide an area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

Drugs, Alcohol, and Tobacco

The use or possession of drugs, alcohol or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The school Principal or the Designee should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parents or legal guardians.
- Obtain witness statements and documents in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

Management Organization Chart

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team but may act only when assigned specific duties by the Principal.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.

Announce new changes made after the incident has passed.

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are the proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter Schools shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Applicable only to LAUSD authorized charter schools.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter Schools shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the district of residence special education division..

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the district of residence by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion," including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter Schools shall comply with the federal Gun-Free Schools Act.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause

(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Procedures

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

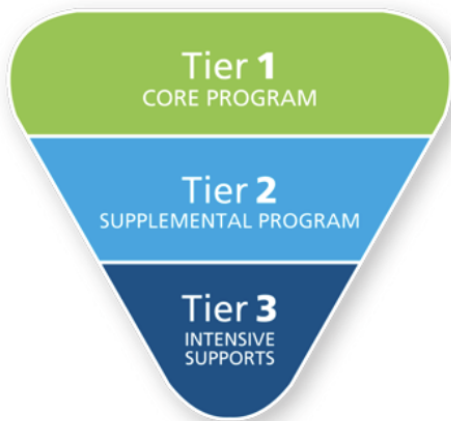
In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. The Charter School provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its Multi-Tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, the Charter School implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

**TIER 1**

A coherent and viable core curriculum that embeds ongoing monitoring for all students

TIER 2

Immediate and targeted interventions systematically applied and monitored for any students not achieving

TIER 3

Intensive interventions focused on closing gaps

The Charter School believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Admin Designee), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Suspension Offenses

Discretionary Offenses

Students may be suspended for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property

- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Suspension and a Recommendation for Expulsion. EC 48915(c)

- 1. Possessing, selling, or furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5. Possession of an explosive.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or Designee, without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, the Charter School utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in

the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Principal or Admin Designee. The Principal or Admin Designee will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Principal and/or Admin Designee will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Principal or Admin Designee will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all staff members by the end of the school day.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall

not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Students will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

Recommendations for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Expulsion

Discretionary Offenses

Students may be expelled for any of the following acts when it is determined the student violated Education Code 48900:

- a(1) Caused, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property

- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (m) Possessed an imitation firearm
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both"

Mandatory Offenses. EC 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

Gun Free Schools Act

Charter Schools shall comply with the federal Gun Free Schools Act.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expulsion Appeals

To appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the referral that the student will remain at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission / Reinstatement

The decision to readmit a pupil previously expelled shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply for readmission.

The Charter School shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The teacher can access the suspension by looking at the student's discipline screen.

The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list, so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the District of Residence regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or willfully defied the valid authority of school personnel (Grades 9-12 only)
- (l) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

**Sample
Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Harassment Policies

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPS Human Services for MPS employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sex Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing

- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardians and appropriate school personnel of the incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPS employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policies for Complaints Against Employees by Third Parties

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Harassment Complaint Form

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.)) Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

MPS Student/Parent Handbook

2021-22

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

City: _____ Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) *(Attach additional pages, if needed):*

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Date

To be completed by MPS:

Received by

Date

Follow up Meeting with Complainant held on

Staff / Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff / Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff / Student Behavior (Violations)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff / Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and

Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-Wide Dress Code Policies

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school-sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants/Shorts/Capris:

- Pants, shorts, skirts, skorts, or capris are acceptable. Must be khaki, black, or navy blue.
- May not be baggy or tight fitting. May not be rolled at the waist. Waist size must be the same as student's waist size. Top of the garment must be at or above hip bone.
- Shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No jean/denim style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Polos or woven collared shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirts may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn, must be underneath a uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in the collar of the shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Top

- White, gray, black or navy-blue polo shirts. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of the garment must be no lower than the level of the navel when the student is standing. Top of the garment must be at or above the hip bone when the student is standing up.

Footwear

- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE Uniform

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.
- FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are in the front office.

***Please see school map at bottom of this Safety Plan**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

Ensure all exterior doors are marked with a notice to visitors to first report to the office.

Exterior doors should remain locked, except doors near the office area.

1. Staff should receive training on how to greet visitors. The first question is "May I help you?"
2. Someone should greet every visitor.
3. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

If this fails:

1. Notify the office of the situation.
2. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using predetermined code phrases.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures for a Safe and Orderly Environment

Social Climate and School Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

1. Social Climate People and Programs (Component 1) - Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community
2. The Physical Environment (Component 2) - Our school creates a physical environment that communicates respect for learning and for individuals and safety

Social Climate and Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the school's regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

Parent Concern

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Student's Rights and Responsibilities

- To be informed of all school rules and regulations.

- To have access to your student account in Infinite Campus.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in Infinite Campus.
- To contact school to participate in conferences pertaining to the academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teacher's Rights and Responsibilities

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in Infinite Campus.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrator Rights and Responsibilities

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

Infinite Campus Provides:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on Infinite Campus.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Infinite Campus. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. Communication: Infinite Campus provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using Infinite Campus. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. Infinite Campus provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteers for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as a family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives, so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber-bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or

violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast / Lunch

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear an MPS uniform unless authorized by administration.

Public Areas

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills: Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.
- Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences.

Positive Rewards

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one month (pass will be given)

Unacceptable Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words, MPS may discipline behavior at school or at a school related or

school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Multi-Tiered System of Support Model

MPS Student/Parent Handbook

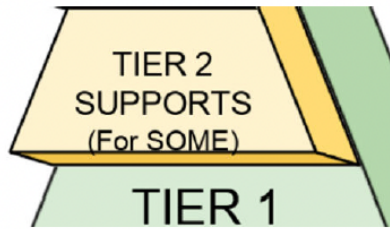
2021-22

TIER 1 SUPPORTS (For ALL) *- Universal -*

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
<ul style="list-style-type: none"> • Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection



- Selected -
Examples of Support, Removal and Administrative Responses
 These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel 	<ul style="list-style-type: none"> ✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day ✓ Suspension and/or expulsion



Level 3 Infractions	Interventions
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<ul style="list-style-type: none"> ✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Index of Negative Student Behavior

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Forgery of Signatures:

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity:

Any gesture or material of this nature is not permitted at school or school functions.

Behaving Disrespectfully towards Teachers or Staff:

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, clubs of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

Possession or Use of Fireworks:

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Hate Crime / Bullying Prevention, Policies, Procedures

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS Student Agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- **Objective:** Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's plan.
- **Related Activities:** Review regularly during Professional Development, committee meetings and safety meetings.
- **Resources needed:** Safety plan
- **Person(s) responsible for implementation:** Designated administrator, safety committee
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Component 2: Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- **Objective:** Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
- **Related Activities:** Teachers can report concerns during weekly staff meetings.
- **Resources needed:** Walk-thru form, building supplies
- **Person(s) responsible for implementation:** Plant manager
- **Budget:** Refer to schools' annual budget
- **Evaluation guidelines:** Surveys, Feedback from stakeholders

Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via [crimemapping.com](https://www.crimemapping.com)

The top three crime violations in the area of 92125 between August 11, 2021 (first day of school) and November 5, 2021 include:

1. Vehicle Break-in/Theft
2. Assault
3. Vandalism

This data is represented by the following graphic pulled from source website: www.crimemapping.com

School-wide Data

Data regarding school community crime was compiled from Illuminate, Infinite Campus, local records, and logs. Data reviewed on November 5, 2021. The following data was reviewed:

- Suspension/Expulsion Data- 2 suspensions/no expulsions as of 1/4/2022
- Student information Data: English Learners- 40%, Socioeconomically Disadvantaged 54%, Students with Disabilities- 28%
- Behavior Referrals- 166 as of 1/4/2022

- Attendance Rates- From 8/30/2021 to 1/4/2022 = 93.94%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- School Site Council
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

School Maps

Facilities Map

TACTICAL INFORMATION IS REDACTED FROM PUBLIC VIEW FOR SAFETY PURPOSES

Emergency Drills

Status Report Form

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR:	YES: _____	NO: _____
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MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

School

First Name * **Last Name *** **Email Address ***

1) Drill Type * fire
 earthquake
 lockdown
 shelter in place
 take cover

2) Select One * new drill submission
 drill resubmission
 actual emergency

3) Date Conducted * **4) Time Started *** **5) Time Completed (including accounting for everyone) ***

6) Alert Type * bell/tone
 PA system
 megaphone
 whistle
 other

7) How many minutes did evacuation take? If no evacuation, respond "0." *

8) Did everyone on campus participate? * yes
 no

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill? *

 Select up to 20 choices

11) Was an Incident Command Post established? * yes
 no

12) Did an employee take the School Emergency Response Box to the assembly area/command post? * yes
 no

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill? *
 Select up to 20 choices

14) Comments regarding the ISSP

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	b) Employee performance of emergency duties and procedures *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	c) Emergency team(s) performance of duties *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	d) Accounting for everyone *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a	e) Alert system *	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> n/a
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16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? *
 yes
 no

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar 2022-2023

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/Hold On)</i>	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
<i>Shelter-in-Place</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

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Comprehensive Safe School Plan Quick Reference Guide (Page 69)

Magnolia Science Academy San Diego MAGNOLIA PUBLIC SCHOOLS



G. Serce, Principal
6525 Estrella Avenue
619-644-1300
gserce@magnoliapublicschools.org

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Cover Sheet

Approval of Changes to the School Calendars for Magnolia Science Academies-2, 4, and 6

Section: V. Action Items
Item: C. Approval of Changes to the School Calendars for Magnolia
Science Academies-2, 4, and 6
Purpose: Vote
Submitted by:
Related Material:
Approval of Changes to the School Calendars for MSA-2, 4, and 6.pdf



Board Agenda Item #	V C: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Changes to the School Calendars for MSA-2, 4, and 6

Proposed Board Recommendation

I move that the board approve the changes to the school calendars for Magnolia Science Academies-2, 4, and 6.

Background

Due to staffing shortages related to COVID-19, three of our schools, MSA-2, 4, and 6, were not able to operate on January 10, 2022. These three schools are co-located on LAUSD property and follow LAUSD's COVID-19 guidelines which require a negative baseline PCR test result from staff in LAUSD's daily pass system before returning to campus. To assess the staffing situation at MPS upon return from winter break, an emergency meeting was held with the school leadership teams and the Home Office on Sunday, January 9. Even though all resources were utilized, such as reaching out to substitute companies and assessing Home Office staff availability to sub classes, the three schools were still unable to secure enough support to be able to safely reopen school on Monday, January 10. Therefore, an emergency decision was made to postpone school reopening of MSA-2, 4, and 6 to Tuesday, January 11. We have consulted with the CDE and LACOE about the closure and our authorizers LAUSD and LACOE have been informed. MPS learned about the new J-13A requirements for 2021-22 due to staffing shortages related to COVID-19, which have additional requirements such as the CDE and County consultation before closure and a certification for providing independent study. We are not seeking a J-13A application at this time. MSA-4 and 6 have enough excess annual instructional minutes and school days to absorb the loss of instructional minutes from a day of school closure. However, MSA-2 went under the required annual minutes. Therefore, a change in the school calendar is necessary for MSA-2 to make up for the lost minutes. The school leadership team has decided to turn three of their minimum days into regular school days in order to meet the required annual minutes. LACOE attendance unit has been informed about this change to the calendar. The following table shows the current and revised instructional minutes.

School	# of School Days (Original)	# of School Days (Revised)	Annual Instructional Minutes (Original)	Annual Instructional Minutes (Required)	Annual Instructional Minutes (Revised)	Excess Annual Minutes (Revised)	Will J-13A be filed?	Changes to the Calendar
MSA-2	185	184	64,895	64,800	64,860	+60	No	1/10/22: No school day 3/22/22, 3/24/22, and 6/9/22: These three originally planned as minimum days will be turned into regular school days.
MSA-4	185	184	65,500	64,800	65,120	+320	No	1/10/22: No school day No other change to the calendar.
MSA-6	185	184	57,735	54,000	57,405	+3,405	No	1/10/22: No school day No other change to the calendar.

Note: The required annual instructional minutes is 54,000 for grades 4-8 and 64,800 for grades 9-12.

Consultation with the CDE and County:

Please find attached the Staffing Shortage Consultation Checklist that the CDE asks schools to complete and the LACOE Bulletin #5481 regarding the J-13A process. If any MPS school has to close in the future due to COVID-19 related staffing shortage and goes below required annual instructional minutes, we have the option of applying for J-13A to receive instructional time credit to meet the annual minute requirements. If that happens, we will need approval and signatures from a majority of our governing board members so that we can file a J-13A application.

Budget Implications

Approval of the request allows the schools to not be marked down for non-attendance, thereby maintain our ADA. A school may receive audit penalties if it does not meet the required annual instructional minutes.

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

Approval of the request allows the schools to not be marked down for attendance for the emergency closure days. For MSA-2, the calendar change will allow the school to meet its required annual instructional minutes.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- CDE Staffing Shortage Consultation Checklist
- LACOE Bulletin 5481 - J-13A

CDE Staffing Shortage Consultation Checklist

LEA Name	Magnolia Science Academy 2	Contact Name	Jennifer Hook
Contact Email	jwade@magnoliapublicschools.org	Contact Title	Assistant Executive
Contact Phone	8182726696	County	Los Angeles
Consult Date	1-18-2022	Consultant Name	Sandi Ridge

Consultation Information:

Information Offered	Notes/LEA Response	Strategy Status
Did you know that the CTC has relaxed certain requirements to address the teacher shortage? Have these relaxed requirements allowed you to hire new teachers?		Strategy has been attempted: <input type="checkbox"/> Strategy cannot be attempted: <input type="checkbox"/> Strategy will be attempted: <input type="checkbox"/>
Did you know AB 86 allows LEAs to use funding to hire more classified staff and substitutes? Have you utilized these funds for substitutes? Why or Why not?		Strategy has been attempted: <input type="checkbox"/> Strategy cannot be attempted: <input type="checkbox"/> Strategy will be attempted: <input type="checkbox"/>
Did you know that the Governor's Executive Order relaxed rules for rehiring retired teachers? Have you been able to rehire retired teachers as substitutes? Why or why not?		Strategy has been attempted: <input type="checkbox"/> Strategy cannot be attempted: <input type="checkbox"/> Strategy will be attempted: <input type="checkbox"/>
Have you consulted with your district office and county office of education to see if administrators are available to staff classrooms? If so, what was the response?		Strategy has been attempted: <input type="checkbox"/> Strategy cannot be attempted: <input type="checkbox"/> Strategy will be attempted: <input type="checkbox"/>
Have you reached out to teacher preparation programs to see if candidates are available to		Strategy has been attempted: <input type="checkbox"/>

<p>substitute teach? If so, what was the result of your inquiry?</p>		<p>Strategy cannot be attempted: <input type="checkbox"/></p> <p>Strategy will be attempted: <input type="checkbox"/></p>
<p>Have you utilized Teachers on Special Assignment (TOSAs) as substitute teachers? Has this been a successful effort? Why or Why not?</p>		<p>Strategy has been attempted: <input type="checkbox"/></p> <p>Strategy cannot be attempted: <input type="checkbox"/></p> <p>Strategy will be attempted: <input type="checkbox"/></p>



**Los Angeles County
Office of Education**

INFORMATIONAL BULLETIN # 5481

9300 Imperial Highway, Downey, California 90242-2890 • (562) 922-6111

Debra Duardo, M.S.W., Ed.D., *Superintendent*

January 14, 2022

TO: Business Administrators
Los Angeles County School Districts and Charter Schools

FROM: Jeff Young, Assistant Director
Business Advisory Services

SUBJECT: Form J-13A, Request for Allowance of Attendance Due to Emergency Conditions

Form J-13A, Request for Allowance of Attendance Due to Emergency Conditions is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* Sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428. The form, resources, and frequently asked questions are available on the California Department of Education's (CDE) website at:

<https://www.cde.ca.gov/fg/aa/pa/j13a.asp>

Purpose of Form

EC Section 41422 allows the State Superintendent of Public Instruction to grant normal apportionment credit to Local Educational Agencies (LEAs) when certain emergencies exist. When one or more schools are closed because of "extraordinary conditions," an LEA may request authorization to maintain apportionments. If authorized, LEAs are not penalized for falling below the statutorily required annual number of instructional days and/or minutes.

EC Section 46392 also provides average daily attendance (ADA) credit when the ADA of any LEA has been materially decreased due to fire, flood, impassable roads, and other specified circumstances. The intention of both code sections is to hold LEAs harmless from ADA revenue loss or instructional time loss due to a calamity.

2021-22 Provisions

Per Assembly Bill (AB) 167, LEAs that experienced a COVID-19 related material decrease in attendance or school closure *prior* to September 1, 2021 can submit a Form J-13A to mitigate losses of ADA and receive instructional time credit for losses of attendance that occurred on dates prior to September 1, 2021.

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For material decreases in attendance or school closures occurring between September 1, 2021, and June 30, 2022, as a result of AB 167, an LEA is not permitted to receive credit for lost attendance through the Form J-13A process for students that have been quarantined, and are unable to attend in-person instruction due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance, with the following exceptions:

- Requests for students in community day schools may be submitted.
- Requests for students who are individuals with exceptional needs, whose individualized education program does not specifically provide for participation in independent study may be submitted.
- Requests for COVID-19 related staffing shortages may be submitted if additional conditions are met.

In lieu of receiving attendance credit through the Form J-13A process, LEAs serve impacted students through independent study and claim apportionment pursuant to independent study requirements.

Under AB 167, school closures occurring on or after September 1, 2021, due to COVID-19 related staffing shortages are considered a qualifying event under the J-13A process when the following additional conditions are met:

- The LEA is unable to provide in-person instruction to students due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance.
- For certificated or classified staff shortages, the LEA has exhausted all options for obtaining staff coverage, and has consulted with their county office of education and the CDE in determining that staffing needs cannot be met through any option.

Request for consultation from LACOE may be directed to: Castelo_Octavio@lcoe.edu
LACOE Consultation Guide and Form: [LACOE Business Services Documents and Forms](#)

Requests for consultation from CDE may be directed to: staffshortageconsultation@cde.ca.gov
and complete the CDE Request for Consultation Form

Pursuant to EC Section 46393, all Form J-13A requests submitted due to a qualifying event occurring after September 1, 2021, must include a certified plan for which independent study will be offered to students. Statute requires this year that independent study is offered to any student impacted by the closure within 10 days of the first day of a school closure.

If an LEA must close a school site or experiences a material loss of attendance due to a non-COVID related qualifying event, the LEA can submit a Form J-13A request.

Frequently asked questions (FAQs) providing additional guidance with regard to Form J-13A requirements and all submissions for the 2021–22 fiscal year are available on the CDE website at:

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<https://www.cde.ca.gov/fg/aa/pa/formj13afaq2122.asp>

Required Supporting Documentation

Each submitted Form J-13A should describe the emergency conditions that caused the school closure or material decrease in attendance. **Any available supporting documentation verifying the emergency should be attached, including newspaper articles, invoices, purchase orders, state of emergency declarations, emails and letters from local government authorities or law enforcement agencies.**

Any Form J-13A submission that includes emergency dates occurring after September 1, 2021 must be submitted with a signed [Certification Form for Independent Study plan](#) (PDF) and a certified plan to offer independent study within ten days of the first day of a school closure or material decrease.

For school closures or material decreases due to COVID-19 related staffing shortages occurring from September 1, 2021 to June 30, 2022, the LEA must provide the [Addendum for staffing shortages](#) (PDF).

Submission

Form J-13A required signatures for districts include most members of their governing board and the signature and title of the individual witnessing, normally the district's superintendent.

Charter schools need the signatures of most members of their governing board, the signature and title of the individual witnessing, **AND** the signature of the superintendent of the authorizing local educational agency.

Do not send the form directly to the CDE. The form requires the signature of the Los Angeles County Superintendent of Schools. The Los Angeles County Office of Education (LACOE) confirms that information provided is true and correct to the best of their knowledge and will forward the form and supporting documentation to CDE for processing. Please send the completed J-13A form with all original signatures to:

Los Angeles County Office of Education
Business Advisory Services
Attention: Octavio Castelo

Revised Attendance Reports

Once the J-13A approval letter is received from CDE, the LEA should recalculate their ADA and submit a corrected attendance file to LACOE using the Principal Apportionment Data Collection

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web based application. Specific instructions on how to submit corrected attendance files are available in the PADC User Manual, at:

<https://www.cde.ca.gov/fg/sf/pa/>

This bulletin and its attachments are posted on the LACOE website at:

<https://www.lacoe.edu/Bulletins.aspx>

Use the “Search” box in the Bulletins section to locate a specific bulletin by number or keyword.

If you have questions, please contact Octavio Castelo at (562) 922-6131, or by e-mail at Castelo_Octavio@lacoe.edu.

Approved:
Octavio Castelo, Director
Business Advisory Services

JY/JD:lm
Attachment

J-13A LACOE Consultation Guide Determination of COVID-19 Related Staffing Shortage

Under AB 167 (amendment to AB 130), school closures occurring on or after September 1, 2021, due to COVID-19 related staffing shortages are a qualifying event under the J-13A process.

School Closures (Before, During, and After)		
Before Closure	Consideration	Source
Assess Staff Shortage (Certificated/Classified)	Confirm that the school is unable to provide in-person instruction to pupils due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance. Exhaust all options for obtaining staff coverage, including using all certificated staff and substitute teacher options.	Ed Code 46392(c)(2)(B)(iii); Ed Code 46393(c)(3)
Consult with LACOE	Identify and document all actions taken to assess school closure determination. Email Octavio Castelo, LACOE Point of Contact, and request a consultation meeting. Complete and submit LACOE Consultation Form.	LACOE Point of Contact: Octavio Castelo (562) 922-6131 castelo_octavio@laoe.edu LACOE Business Services Documents and Forms
Consult with CDE	Consult with CDE via email provided and complete the CDE Request for Consultation via Google Form	Email: staffshortageconsultation@cde.ca.gov Form: CDE Request for Consultation
During Closure	Consideration	Resource Link
Develop an IS Model Plan	Implement IS Model Plan within 10 days of school closure	
Communicate IS Model Plan with school community <ul style="list-style-type: none">● Staff● Students● Families	Communication should be sent out in various forms <ul style="list-style-type: none"> ● Emails ● Automated messages ● Staff meetings ● Family Town Halls ● District/school letters ● Social Media 	IS Leader Toolkit
Implement IS Model Plan	IS Model Plan must be implemented within 10 days of school closure.	
Obtain signed written master agreements	For school closures, all signatures must be obtained within a reasonable amount of time. Electronic signatures are acceptable.	Sample IS Written Master Agreement Link
Monitor Staffing Shortage	Reopen for in-person instruction as soon as possible, unless prohibited by the state or local health officer.	



After Closure	Consideration	Resource Link
<p>File a J-13A Waiver and supporting documentation</p>	<p>The signed Form J-13A (with original signatures) must be mailed to the County Office of Education:</p> <p style="text-align: center;">Los Angeles County Office of Education Business Advisory Services 9300 Imperial Highway Downey, CA 90242</p> <p>LACOE confirms that information provided is true and correct to the best of their knowledge and forwards the waiver to CDE for consideration. CDE's response will be delivered directly to the LEA.</p> <p>Please note that there is no deadline to submit a J-13A; however, it should be submitted as soon as possible after reopening.</p>	<p>Form J-13A: www.cde.ca.gov/fg/aa/pa/j13a.asp</p> <p>Certification Form for Independent Study plan (PDF) AND a copy of the LEA's plan.</p> <p>Addendum for Staffing Shortages (PDF).</p>

Reference: <https://www.cde.ca.gov/fg/aa/pa/formj13afaq2122.asp#SchoolClosure>

1. Are local educational agencies (LEAs) able to file a Form J-13A request for a COVID-19 related closure due to LEA staffing shortages?

- Yes, school closures due to COVID-19 related staffing shortages occurring during the time period of September 1, 2021 to June 30, 2022, are qualifying events with additional conditions, for which Form J-13A requests may be submitted. The additional conditions that must be met when submitting Form J-13A requests for COVID-19 related staffing shortages are as follows:
- The LEA is unable to provide in-person instruction to students due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance.
- For certificated staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all certificated staff and substitute teacher options, and has consulted with their county office of education and the California Department of Education (CDE) in determining that staffing needs cannot be met through any option.
- For classified staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all staff options, and has consulted with their county office of education and the CDE in determining that staffing needs cannot be met through any option.
- Questions regarding the consultation process may be directed to:
staffshortageconsultation@cde.ca.gov

2. How can LEAs make up instructional minutes if closed due to staffing shortages?

- Form J-13A requests for COVID-19 school closures can be submitted to receive instructional time credit to meet the annual day and minute requirements to avoid audit penalties, if LEAs certify to offering independent study to all eligible students during the school closure.

3. Does an LEA that is planning to close due to staffing shortages have to offer Independent Study to all students?

- Pursuant to *Education Code* (EC) Section 46393, all LEAs must submit a certified plan for which independent study will be offered to students that accompanies **all** Form J-13A requests submitted for a school closure and/or a material decrease in attendance due to a qualifying event occurring after September 1, 2021.
- Independent study is offered to any student impacted by any of the conditions listed in EC Section 46392 within ten days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to EC Section 56345(a)(9) and may participate in an independent study program.
- Require reopening for in-person instruction as soon as possible unless prohibited under the direction of the local or state health officer.
- Include information regarding establishing independent study master agreements in a reasonable amount of time.

4. What supporting documentation is required to substantiate Form J-13A school closure requests for events occurring on or after September 1, 2021?

School Closures Due to COVID-19 Related Staffing Shortages

For closures due to COVID-19 related staffing shortages occurring from September 1, 2021, to June 30, 2022, the LEA must provide:

- a. The [Certification Form for Independent Study plan](#) (PDF) AND a copy of the LEA's plan.
- b. The [Addendum for staffing shortages](#) (PDF).
- c. The completed Form J-13A request.

Rev. 1/13/22



**J-13A
LACOE Consultation Form
Determination of COVID-19 Related Staffing Shortages**

Under AB 167 (amendment to AB 130), school closures due to COVID-19 related staffing shortages occurring on or after September 1, 2021, are qualifying events with additional conditions for which Form J-13A requests may be submitted. One condition is a consultation with the Los Angeles County Office of Education to determine that staffing needs cannot be met through any option. Complete and sign this Consultation Form to begin that process.

LEA NAME:	CDS Code:
Relevant Conditions to Consider Before Closure	LEA Response
What is the reason for the staffing shortage? (i.e., staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance)	
Indicate the category of staff involved in the staffing shortage	<input type="checkbox"/> Teaching Staff Shortage, Non-Special Education <input type="checkbox"/> Teaching Staff Shortage, Special Education <input type="checkbox"/> Classified Staff Shortage – Transportation <input type="checkbox"/> Classified Staff Shortage – Food Services
What are the anticipated dates of closure?	
What actions did your district take to exhaust Certificated / Classified Staff coverage?	
When will you be offering an Independent Study program to your students?	
When will you have signed Written Master Agreements in place for all eligible students?	
Certification	
I certify that the information and statements submitted on this form are true and correct to the best of my knowledge and belief.	
_____	_____
District Superintendent Name (Printed)	Signature of District Superintendent

	Date

Please send the completed LACOE Consultation Form to Octavio Castelo at castelo_octavio@lacoed.edu. LACOE staff will contact you to confirm the completion of the LACOE Consultation process.

Contact Octavio Castelo at (562) 922-6801 for questions regarding the submission of the LACOE Consultation Form.

Cover Sheet

Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

Section: V. Action Items
Item: D. Approval of Updated MPS Health and Safety Policy and
Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum
Purpose: Vote
Submitted by:
Related Material:
Updated MPS Health and Safety Policy and Injury and IPP COVID-19 Addendum.pdf



Board Agenda Item #	V D: Action Item
Date:	February 10, 2022
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS HR Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program COVID-19 addendum.

Introduction

- The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

- The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, April, May, July, August, September, November, December 2021, and January 2022 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

MPS Health and Safety Policy for COVID-19 updates are as follows:

- Exposure Management Policy:
 - Quarantine:
 - Asymptomatic staff close contacts who are fully vaccinated and booster-eligible but not boosted may remain at the worksite after close contact on the condition that they remain asymptomatic and meet testing and masking requirements for quarantine exemption.
 - Individuals with a sibling or household member who tests positive must remain at home for a minimum of 10 days following the date of the household member’s positive test. These individuals are not eligible for modified quarantine, unless they are exempt from quarantine due to vaccination status or recent infection.
 - Temporary exposure Management protocols during the Omicron surge: Schools can don’t have to report individual contact tracing. Rather, they have the option to utilize the “group tracing” during the Omicron surge.
 - Use of face coverings: All adults except San Diego school site must wear a surgical-grade mask or higher level when in any indoor space shared with students or other staff.
 - Students at MSA-2, 3, 4, 6, and 8 must wear surgical-grade, non-cloth masks indoors and outdoors at all times except when eating or drinking.

Budget Implications: There are no budget implications.

Exhibits (attachments):

- Updated MPS Health and Safety Policy (with redline)
- Updated MPS Health and Safety Policy (without redline)
- Updated IIPP COVID-19 Addendum (with redline)
- Updated IIPP COVID-19 Addendum (without redline)



Updated on 01/12/2022

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus must wear a face mask while inside any Charter School building, vehicle, or other enclosed space. Visitors may wear a face shield with a drape along the bottom if they are unable to wear a mask due to a medical condition, mental health condition, or disability, or if they are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.

- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.
- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
 - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.
 - If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
 - If the student, staff, parent, or visitor answers “yes” to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
 - Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.
 - However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19,

the Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the individual on campus.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
 - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student screening so long as the results can be verified, but may not be used for the periodic testing of school employees required by the CDPH in lieu of vaccination.
- Testing will be applied on symptomatic¹, response², and asymptomatic³ bases.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
 - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
 - Unvaccinated employees after an exposure,
 - Vaccinated employees after an exposure if they develop symptoms,

¹ Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

² Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

³ Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

- Unvaccinated employees in an outbreak (three or more employee cases), or
- All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
 - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
 - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
 - Thereafter, all students and employees will undergo asymptomatic COVID-19 testing weekly, regardless of COVID-19 vaccination status.
 - Individuals vaccinated as part of the vaccination program carried out by the Los Angeles Unified School District do not need to provide proof of vaccination to the District.
 - All students and employees must undergo symptomatic and response testing for COVID-19, as needed
- Testing Required at MSA-1, 5 and 7:
 - All students must test for COVID-19 at least once per week. However, students who are fully vaccinated against COVID-19 and provide the Charter School with proof of COVID-19 vaccination may forego such testing. Proof of vaccination should be submitted to the Charter School’s office.
 - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-1, 5 and 7 employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at MSA-SA:

- All students must test for COVID-19 at least once per week. However, students who are fully vaccinated against COVID-19 and provide the Charter School with proof of COVID-19 vaccination may forego such testing. Proof of vaccination should be submitted to the Charter School's office.
- Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when "the employer has documented that the person received, at least 14 days prior, either the second dose in a two-dose COVID-19 vaccine series or a single-dose COVID-19 vaccine. Vaccines must be FDA approved; have an emergency use authorization from the FDA; or, for persons fully vaccinated outside the United States, be listed for emergency use by the World Health Organization (WHO)." As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this Policy.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

- If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- Student consent for testing:
 - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
 - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
 - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
 - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.
- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- Potential Exposure: In the event of notice of potential exposure,⁴ with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- In the event of a suspected COVID-19 case:
 - The Charter School will identify an isolation room and quarantine room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms or who is determined to

⁴ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

have come into close contact with a confirmed case. The isolation and quarantine rooms shall be separate rooms.

- Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
- Any students, staff, or visitors exhibiting symptoms should immediately be **provided with and** required to wear a **surgical-grade or better** face covering and **should be directed to** wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- Students in the isolation and quarantine areas will be monitored by a staff member.
- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
- A log will be kept of all persons entering the isolation and quarantine areas.
- Students will be grouped by stable group or class when possible in the quarantine area.
- Physical distancing of six feet or greater will be maintained in the isolation and quarantine areas.
- Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
 - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
 - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to quarantine.
- All students and staff of MSA- 2, 3, 4, 6, and 8 campuses will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools,"⁵ and either by:
 - 1) Using the LACDPH reporting portal, or:

⁵This document may be found at:

http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf

- <http://www.redcap.link/lacdph.educationsector.covidreport>
 - 2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to ACDC-Education@ph.lacounty.gov.
 - 3) Schools having difficulty reporting COVID-19 cases to LACDPH can call (833) 707-0319, Monday through Friday from 8 a.m. to 5 p.m.
 - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- Recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case, consistent with recommendations from the CDPH and local public health departments.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
- Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
 - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
 - For TK/K-3 opportunities must occur daily.
 - For 4-8 opportunities must occur weekly along with daily live interaction.
 - For 9-12 opportunities must occur weekly.
 - Can be classroom style, designated small group, or one-on-one.
 - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil’s participation in synchronous instruction.
- Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.
- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.⁶
- In the event of an outbreak or cluster at a Charter School:
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.⁷
 - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at <http://www.redcap.link/lacdph.educationsector.covidreport>.
 - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
 - The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
 - Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.

⁶ In the event of a "cluster," Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993.

⁷ In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.
- Close Contacts and Quarantine
 - A “Close Contact” is spending a total of fifteen minutes or more over a 24-hour period within 6 feet of an infected person or, in Los Angeles County, having had unprotected contact with the infected person’s body fluids and/or secretions of a person with confirmed COVID-19 (e.g., being coughed or sneezed on, sharing utensils or saliva, or providing care without using appropriate protective equipment).
 - An individual will only be considered a close contact if the Charter School is reasonably sure that they meet the above definition. Individuals will not be deemed a close contact solely because they were in the same classroom or school group as a confirmed COVID-19 case, regardless of actual proximity to the confirmed case.
 - “Fully vaccinated” refers to those who have received either a single dose vaccine or the second dose of a two-dose vaccine over two weeks ago.
 - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

○ Quarantine exemptions for all MSA campuses.

- Employees who are both (1) Fully vaccinated and boosted if eligible, and (2) those who have recovered from laboratory-confirmed COVID-19 within the last 90 days, may continue to attend school and do not need to quarantine at home following close contact with a positive case, so long as the employee self-monitors for symptoms and wears an upgraded surgical-grade mask when around others for 10 days from exposure, and does not display symptoms of COVID-19, tests negative immediately and on Day 5 from exposure.
- Asymptomatic staff close contacts who are fully vaccinated and booster-eligible but not boosted may remain at the worksite after close contact on the condition that they remain asymptomatic and meet testing and masking requirements for quarantine exemption.
- Students who are fully vaccinated (regardless of booster status) and (2) those who recovered from laboratory-confirmed COVID-19 within the last

Deleted: ~~<#>Quarantine exemption for fully vaccinated and boosted individuals at MSA 1, 5, 7, and Santa Ana, and San Diego. Fully vaccinated individuals who have had a booster, if eligible, who come into close contact with an individual who tests positive for COVID-19 may continue to attend school and do not need to quarantine at home following close contact with a positive case, so long as the individual wears a well-fitting surgical-grade mask when around others for 10 days from exposure, does not display symptoms of COVID-19.~~

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90 days, may continue to attend school and do not need to quarantine at home following close contact with a positive case, so long as the student self-monitors for symptoms and wears an upgraded surgical-style mask when around others for 10 days from exposure, does not display symptoms of COVID-19, and tests negative immediately and on Day 5 from exposure.

- Quarantine-exempt individuals at MSA 2, 3, 4, 6, and 8 must also continue to test with the weekly mobile testing team.

- Quarantine rules for *individuals not exempt from quarantine at MSA- 1, 5, 7, and Santa Ana, and San Diego.*

- **Modified Quarantine.** Close contacts of a positive case, while both parties were in a school setting supervised by staff and were correctly wearing masks for the entire exposure period, may continue to attend school during a modified quarantine, so long as they i) do not show symptoms of COVID-19, ii) continue to mask indoors and outdoors while at school, iii) undergo at least twice weekly testing during the quarantine, and iv) continue to quarantine from all extracurricular activities including sports and activities within the community setting. When not attending in-person instruction, students undergoing modified quarantine must otherwise remain at home for the duration of their quarantine. Modified quarantine is not available if the exposed student is part of a TK-12 outbreak. All exposed students must quarantine at home during an outbreak. Students undergoing modified quarantine must eat six feet from other students. Modified Quarantine may end after the Day 7 from exposure if the second test taken during quarantine is performed on or after Day 5 from exposure and is negative and the student remains asymptomatic.

- **Standard Quarantine.** If an individual is not exempt from quarantine and either cannot or will not follow all of the requirements for modified quarantine, they must quarantine at home for 10 days following exposure, or for 5 days following exposure if a negative test is taken on Day 5 and the individual remains asymptomatic.

- If any symptoms develop during the 10-day period after exposure under any type of quarantine, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care. Any individual who is under any type of quarantine should wear a well-fitting medical grade mask when around others for 10 days from their exposure to a positive case.

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o Modified Quarantine for individuals not exempt from quarantine at MSA 2, 3, 4, 6, and 8

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▪ Individuals who are identified as close contacts may participate in modified quarantine, in which exposed students and employees continue to attend school in-person unless they develop symptoms or test positive.

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▪ Modified quarantine can only be considered if:

• The exposure occurred in a TK-12 setting. Students at Early Education Centers and Adult School programs are not eligible for modified quarantine and must quarantine at home if they are exposed to a positive case.

• The exposure occurred in a school setting where students were supervised by school staff (i.e. classroom, school grounds with school staff present, school bus, etc.). Close contacts with exposure to infection at home are not eligible for modified quarantine, unless they are exempt from quarantine based on vaccination status or recent recovery from infection.

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• The school can verify that both the infected individual and the individual identified as a close contact were mask compliant during the entire period of exposure, including outdoor exposure (masks must have been completely covering the individuals' nose and mouth). Students with face mask accommodations are not allowed to participate in modified quarantine. School administrators will report on mask compliance for each close contact when submitting IEM Reports using the IEM Reporter App.

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• The exposure occurred in a school that does not have a confirmed active outbreak, as determined by LACDPH. An outbreak is when significant transmission (confirmed epidemiologically-linked cases) has occurred at a school within a 14-day period. Schools with confirmed outbreaks may not implement modified quarantine.

• Students eligible to participate in modified quarantine will appear as "Allowed" in the Principal's Daily Pass Dashboard and will be allowed to generate a Daily Pass QR code. These students will also be identified in a "Watch" column in the Daily Pass Dashboard Cases tab, to indicate to Site Administrators they are under modified quarantine protocols.

- **Individuals** in modified quarantine must be asymptomatic. All students will be required to respond to the Daily Pass health screening questions. Symptoms must be monitored daily, and if symptoms develop, the student cannot continue to participate in modified quarantine. Symptomatic close contacts must isolate at home and get tested immediately, preferably at a LAUSD testing site.

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- Students who are participating in modified quarantine should be given the opportunity to participate in the full instructional program during the school day, including recess and lunch time. However, the school must not allow students in modified quarantine to participate in extracurricular activities, including sports, clubs, Beyond the Bell, and other before and after school care or programming. The modified quarantine is meant to let students continue learning during the instructional day but does not cover other activities outside of the regular school curriculum. Students must leave campus after school and go directly home.

- **Individuals** in modified quarantine must wear a surgical-style mask or higher PPE at all times on school grounds except when they are eating or drinking. The school site should make arrangements and ensure students in modified quarantine are distanced 6 feet during meal periods when masks are removed. School sites will provide upgraded masks to students in modified quarantine if needed.

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- **Individuals** in modified quarantine must **test on or around Day 5** and twice per week for the duration of the quarantine period. Tests can be either a rapid antigen test or a PCR test. The first test should be conducted at initial exposure or as soon as possible after the exposure (Day 1); the second test **must** be on or after Day 5, so that the **individual** can be released from quarantine on Day 6 if they test negative.

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- If all of these criteria are not met, **modified quarantine is not available**.

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○ **Standard Quarantine for individuals at MSA 2, 3, 4, 6, and 8.**

- **Individuals** who **are not exempt from quarantine and do not qualify for modified quarantine** are subject to standard quarantine if they are a close contact of an individual who tests positive for COVID-19. These individuals must complete

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a ten day quarantine and return on day eleven if they remain asymptomatic for the duration of quarantine unless the exposed individual ends quarantine sooner by receiving a negative result on a test taken on or after the fifth day from exposure.

- Individuals undergoing quarantine who get tested for COVID-19 on or after the fifth day from exposure to the confirmed case may return to school on Day 6 once proof of a negative test is submitted through the Daily Pass system, but must wear a surgical mask when around others and continue to self-monitor for symptoms through day 10 from exposure. Students will be cleared to return to school through the Daily Pass system.
 - Individuals at MSA 2, 3, 4, 6, and 8 who complete their quarantine period will be cleared to return to school via the Daily Pass system.
 - All asymptomatic close contacts that have quarantined due to potential exposure will be able to test at any COVID-19 test site or with a mobile testing team, so long as they remain asymptomatic.
- All staff and students of Los Angeles campuses who are close contacts of a positive case but remain on campus due to quarantine exemption or modified quarantine must be tested on Day 5 after the date of last exposure, regardless of vaccine or booster status.
- *MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts*
- Individuals with a sibling or household member who tests positive must remain at home for a minimum of 10 days following the date of the household member's positive test. These individuals are not eligible for modified quarantine, unless they are exempt from quarantine due to vaccination status or recent infection.
 - Household close contacts must stay at home for the duration of the positive household member's isolation period. Close contacts then begin their official 10-day quarantine on the date that the positive individual's isolation ends (e.g. if the household positive's isolation period ends on Day 6 due to a negative test on Day 5, this would be the individual's Day 1).
 - Close contacts should test on or after Day 5 of their official quarantine period to return to school or work on Day 6.
 - Positive household members must consistently wear an upgraded, surgical-style mask at home for a full 10 days following the date of their positive test, even if they are allowed to return to school or work on Day 6. If this

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condition cannot be met, the household close contact must delay the start of their official quarantine until Day 11.

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- Quarantine rules for all employees are stated in the COVID-19 Injury and Illness Prevention Program (“IIPP”) addendum.
- For individuals who test positive for COVID-19:
 - Checking for false positives on Los Angeles Unified School District Sites only (MSA-2, 3, 4, 6 and 8):
 - To reduce unnecessary anxiety and isolation/quarantine of students and staff, the Charter School shall re-test asymptomatic individuals who have tested positive for COVID-19 as required by the Los Angeles Unified School District.
 - If an individual (student or staff) receives a positive test result, the Los Angeles Unified School District Community Engagement Team will contact the individual to conduct an interview and confirm whether he or she has symptoms consistent with COVID-19.
 - *Symptomatic Positive Case.* If the individual is determined to be symptomatic, has a known exposure to a positive case, and/or is in a high prevalence setting (i.e., a campus with more than one active case), the Los Angeles Unified School District Community Engagement Team will direct the individual to isolate for at least 5 days per the latest CDPH isolation guidance and quarantine all close contacts per Los Angeles County Department of Public Health guidelines.
 - *Asymptomatic Positive Case.* If the individual is determined to be asymptomatic, has no known exposure, and is in a low prevalence setting (i.e., a campus with more than one active case), the individual will be asked to isolate, and all close contacts will be asked to quarantine. The individual will be directed to re-test within 48 hours of the positive sample collection.
 - If the confirmatory test returns a negative result, the Los Angeles County Department of Public Health will approve the false positive request and report it to the State of California. The individual is thereafter released from isolation and all close contacts are released from quarantine. The Los Angeles Unified School District Community Engagement Team will then deactivate the positive case and be permitted to access District sites again.
 - If the confirmatory test returns a positive result, the Los Angeles Unified School District Community Engagement Team will direct the individual to isolate for at least 5 days per the latest CDPH guidance and all close contacts will continue to quarantine per Los Angeles County Department of Public Health guidelines.

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- The individual will not be permitted to access district owned sites in the meantime.
- Checking for false positives at all other MSA campuses:
 - If an individual (student or staff) receives a positive test result, the COVID-19 Home Office Response Team will contact the individual to conduct an interview and confirm whether he or she has symptoms consistent with COVID-19.
 - All students and staff who test positive for COVID-19 and are determined to be asymptomatic will be strongly encouraged to re-test within 48 hours of the initial positive sample collection.
 - If the confirmatory test is negative the COVID-19 Home Office Response Team will alert the local public health department to the false positive and will release the individual from isolation and will alert all known close contacts that they may cease quarantining.
 - If the confirmatory test is positive, the individual shall continue to isolate and all close contacts shall continue to quarantine.
 - Persons with COVID-19 may discontinue self-isolation under the following conditions:
 - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - Other symptoms have resolved or are improving; AND
 - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
 - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
 - Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered or self-read unless they are observed by the employer or an authorized telehealth proctor.

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- No matter when isolation ends, all students and staff must wear a highly protective non-cloth mask when around others, indoors and outdoors, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School’s IIPP addendum.
- Subsequent School Closure Criteria:
 - Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
 - As determined by and in consultation with the local health department
 - After closure, the Charter School may reopen after 14 days, cleaning, disinfection, conclusion of a public health investigation, and local health department consultation.
 - **Temporary Exposure Management Protocols During the Omicron Surge at MSA 2, 3, 4, 6 and 8.** By order of LAUSD, the following temporary measures are in place until further notice and control over inconsistent generally-applicable elements of this policy.
 - Temporary Suspension of Individual Contact Tracing at TK-12 Schools: Site Administrators are not required to identify close contacts for positive cases at their sites and will instead adopt a “group tracing” approach. This suspension does not apply to Early Education students, including preschool, ETK, and PALS students.
 - Under “group tracing” Site Administrators are not responsible for identifying close contacts or submitting IEM Reports for positive case exposures that occur in a school setting. Instead, schools will adopt a “group tracing” approach after a positive case identified.
 - Under this approach, Site Administrators or designees must:
 - Identify groups (e.g., classrooms) who share the same indoor airspace at school for at least 15 consecutive minutes (within 24 hours) of the positive case, and
 - Notify the entire relevant group(s) of potential exposure to a positive case, and
 - Provide instructions on actions that should be taken. This notification can be done by email or other messages to the identified group.
 - Site Administrators or their designee must submit an IEM Report to create close contact cases for the following groups:
 - All Early Education students, including preschool, ETK, and PALS students – unless recently recovered from a positive COVID-19 result in the last 90 days

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- Students who are exposed at home to a positive household member and who are not fully vaccinated or recently recovered from a positive COVID-19 test result in the last 90 days.

○ Temporary Suspension of Quarantine Protocols for Asymptomatic Individuals at TK-12 Schools: Asymptomatic TK-12 students who are exposed to a positive case but remain asymptomatic will not need to be identified as Close Contacts if exposed to a positive case in a school setting and will not be subject to modified or at home quarantine protocols. These students will be allowed to remain in school. Quarantine at home applies only to non-TK-12 students, symptomatic close contacts, and those with household exposure who are not fully vaccinated or recovered from COVID-19 in the past 90 days. This guidance from LACDPH does not apply to Early Education students, including preschool, ETK, and PALS students.

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○ Shortened Isolation for Positive Individuals: Individuals who test positive may be released from isolation on Day 6, provided any symptoms are improving, are fever-free for the past 24 hours without fever-reducing medication, and have a negative (antigen) test result from a test taken on or after Day 5. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.

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○ Shortened Quarantine for Close Contacts: Individuals required to quarantine can be released early from quarantine on Day 6, provided they remain asymptomatic and have a negative test result taken on or after Day 5. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.

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○ Quarantine Guidance for Household Close Contacts: Students with a household member who tests positive must remain at home for a minimum of 10 days following the date of the household member's positive test. Students are exempt from quarantine when they are fully vaccinated, or recovered from a confirmed positive COVID-19 test in the past 90 days. Students begin their official quarantine period (Day 1) on the date the positive household member is cleared to return to school or work. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.

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○ Surgical-Grade Mask Requirement for Employees and Students: All employees must wear surgical-type masks or higher-level PPE. Beginning the week of January 24th, and until further notice, students are required to wear well-fitting non-cloth masks of multiple layers with a nose wire. Masking is required for all individuals, regardless of vaccination status, indoors and outdoors. Unmasking is allowed only during eating and drinking, and should occur distanced from others. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.

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o All TK-12 students must wear surgical style masks, test weekly, and monitor their symptoms until further notice.

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• Temporary Exposure Management Protocols During the Omicron Surge at MSA 1, 5, 7, SA, and SD. Until further notice, and as recommended by the CDPH and the local health departments of Orange County and San Diego County, MSA 1, 5, 7, SA, and SD shall have the option to utilize the "group tracing" method of exposure management in place of individual contact tracing to track exposures during the Omicron variant surge, as follows:

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o Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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▪ Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).

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▪ Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.

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o Exposed students, regardless of COVID-19 vaccination status or prior infection, should get tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status. Individuals who have been recently infected should use antigen testing. Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.

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o All exposed students, regardless of vaccination status or previous infection, are required to remain fully masked indoors and outdoors, unless actively eating or drinking, when around other through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.

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6. Sanitizing/hygiene materials and practices:

• The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

7. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;

- Dusting hard surfaces;
- Damp wiping of hard surfaces to ensure they are free of debris;
- Wet mopping of floors;
- Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
 - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
 - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
 - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
 - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
 - Custodians will clean and disinfect:
 - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
 - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
 - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

8. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

9. Physical distancing: The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus as much as is feasible, including maximizing physical distance as much as possible while eating (especially indoors), using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing, and arrange for eating outdoors as much as feasible.

- In areas where physical distancing is not feasible, clear plastic or solid surface barriers that can be cleaned often may be used.
- Employees will be encouraged to eat outdoors. They may also eat at their desk or cubicle if these areas are enclosed as a separate room, provide more distance, or include barriers.

10. Extracurricular Activities:

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Students of MSA 2, 3, 4, 6 and 8 will not be permitted to participate in extracurricular activities starting October 31, 2021, unless they provide proof of COVID-19 vaccination through the Daily Pass system.
- All indoor sports must be played with masks on, unless doing so is recognized as unsafe by a well-recognized health authority, such as the American Academy of Pediatrics.
- Theater, music, dance, and similar classes and clubs should maintain physical distancing, in addition to the use of face masks where possible.
 - When engaged in activities that could generate respiratory droplets such as enunciating (i.e., theater workshops) or dancing, physical distancing should be increased and activities should be conducted outdoors where possible.
 - All group musical activities require participants to wear masks indoors and outdoors. Masks are only not required for outdoor practice outdoors alone and with

enhanced physical distancing or when alone indoors in a studio or practice room with the door closed.

- Masks must be worn at all times during rehearsals, performances, and other activities that involve multiple individuals participating together, whether indoors or outdoors.
- Music classes that involve playing instruments in a group setting where a face mask must be removed to play must be held outdoors, with 6 feet of physical distancing where possible, or observe the following precautions:
 - Use modified face coverings that allows for direct contact with the instrument mouthpiece whenever they are playing the instrument, to be replaced by a standard face covering when not actively playing,
 - Use bell coverings when playing wind and brass instruments and maintain a minimum of 3 feet of physical distancing between participants, and
 - Conduct weekly COVID testing of all participants regardless of vaccination status,
 - Note that individuals may practice instruments indoors if they are alone in a studio or practice room with the doors closed.

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All students must wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space, unless exempted from doing so pursuant to the accommodation procedures laid out in this Policy.
- All adults in K-12 school setting, including all teachers, staff, parents, visitors, and outside workers, must wear a surgical-grade masks or higher level PPE when in any indoor space shared with students or other staff. The Charter School will provide upgraded masks to individuals subject to this requirement, if necessary.
- Face masks are required without regard to vaccination status.
- Face masks are optional when outside, except for crowded outdoor setting where distancing cannot be easily reliably maintained.
- All individuals at MSA 2, 3, 4, 6, and 8 must wear surgical-grade, non-cloth masks indoors and outdoors at all times except when eating or drinking.
- Proper use of cloth face coverings will be strictly enforced. The Charter School will exclude from campus anyone who refuses to wear a face mask if not exempted pursuant to

this Policy. Students excluded from campus for refusing to wear a mask without a valid exemption will be provided alternative educational opportunities to the greatest extent possible.

- Face masks and face shields may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
 - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those

who are hearing impaired as well as those who communicate with the hearing impaired.

- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
- Students exempted from wearing a mask or face shield are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a face mask, protective gown, and a medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, providing instruction to any students with a face mask exemption, or where there is an otherwise heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.

Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
 - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as

possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.

- Services:
 - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
 - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
 - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the California “State Public Health Officer Order of August 11, 2021,” (“Order”) all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per

week. For employees, this directive is a condition of both employment and continued employment.

- Pursuant to the LAUSD’s “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities” document issued August 13, 2021, all employees, contractors and other adults providing services at any MSA-2, 3, 4, 6, and 8 campuses must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment.
- Pursuant to the LAUSD’s December 16, 2021 communication, the LAUSD employee vaccine mandate will apply to all LAUSD authorized sites which includes MSA-7.
- **Proof of COVID-19 Vaccination:**
 - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
 - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
 - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
 - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
 - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **COVID-19 Employee Testing:**
 - Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San

Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing at least once per week.

- Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
- As outlined above, all employees at any MSA-2, 3, 4, 6, and 8 campuses must test for COVID-19 at least once per week, regardless of COVID-19 vaccination status, as directed by the LAUSD.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period:**
 - Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-7 must submit proof of vaccination to the Charter School at a time to be determined by the LAUSD.
- **Non-Compliance:**
 - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.

- The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2022-2023 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.

- **Proof of Vaccination.**

- Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.

- **Parental Consent.**

- Parent/guardian consent is required for vaccination of students 12-17 years of age.
- A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
- Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.

- **Compliance Requirements.**

- To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two

weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

- Students of MSA 2, 3, 4, 6 and 8 who are 12 and older will not be permitted to participate in extracurricular activities starting October 31, 2021, unless they provide proof of COVID-19 vaccination through the Daily Pass system.
- **Exemptions and Conditional Admissions.**
 - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
 - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
 - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2022, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and

parents about new, COVID-19-related protocols, including:

- Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
 - This Policy will be posted at all public entrances to the Charter School campus.
 - The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)

Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: _____
- Address _____

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: _____
- Address: _____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					

Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms – or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

[4832-6772-6068, v. 14](#)

Deleted: 4832-6772-6068, v. 13



Updated on 02/01/2022

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus must wear a face mask while inside any Charter School building, vehicle, or other enclosed space. Visitors may wear a face shield with a drape along the bottom if they are unable to wear a mask due to a medical condition, mental health condition, or disability, or if they are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.

- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.
- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
 - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.
 - If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
 - If the student, staff, parent, or visitor answers “yes” to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
 - Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.
 - However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19,

the Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the individual on campus.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
 - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student screening so long as the results can be verified, but may not be used for the periodic testing of school employees required by the CDPH in lieu of vaccination.
- Testing will be applied on symptomatic¹, response², and asymptomatic³ bases.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
 - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
 - Unvaccinated employees after an exposure,
 - Vaccinated employees after an exposure if they develop symptoms,

¹ Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

² Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

³ Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Unvaccinated employees in an outbreak (three or more employee cases), or
- All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
 - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
 - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
 - Thereafter, all students and employees will undergo asymptomatic COVID-19 testing weekly, regardless of COVID-19 vaccination status.
 - Individuals vaccinated as part of the vaccination program carried out by the Los Angeles Unified School District do not need to provide proof of vaccination to the District.
 - All students and employees must undergo symptomatic and response testing for COVID-19, as needed
- Testing Required at MSA-1, 5 and 7:
 - All students must test for COVID-19 at least once per week. However, students who are fully vaccinated against COVID-19 and provide the Charter School with proof of COVID-19 vaccination may forego such testing. Proof of vaccination should be submitted to the Charter School’s office.
 - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-1, 5 and 7 employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at MSA-SA:

- All students must test for COVID-19 at least once per week. However, students who are fully vaccinated against COVID-19 and provide the Charter School with proof of COVID-19 vaccination may forego such testing. Proof of vaccination should be submitted to the Charter School's office.
- Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when "the employer has documented that the person received, at least 14 days prior, either the second dose in a two-dose COVID-19 vaccine series or a single-dose COVID-19 vaccine. Vaccines must be FDA approved; have an emergency use authorization from the FDA; or, for persons fully vaccinated outside the United States, be listed for emergency use by the World Health Organization (WHO)." As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this Policy.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

- If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- Student consent for testing:
 - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
 - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
 - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
 - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.
- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- Potential Exposure: In the event of notice of potential exposure,⁴ with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- In the event of a suspected COVID-19 case:
 - The Charter School will identify an isolation room and quarantine room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms or who is determined to

⁴ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

have come into close contact with a confirmed case. The isolation and quarantine rooms shall be separate rooms.

- Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
 - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
 - Students in the isolation and quarantine areas will be monitored by a staff member.
 - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
 - A log will be kept of all persons entering the isolation and quarantine areas.
 - Students will be grouped by stable group or class when possible in the quarantine area.
 - Physical distancing of six feet or greater will be maintained in the isolation and quarantine areas.
- Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
 - In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
 - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
 - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to quarantine.
- All students and staff of MSA- 2, 3, 4, 6, and 8 campuses will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools,"⁵ and either by:
 - 1) Using the LACDPH reporting portal, or:

⁵This document may be found at:

http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf

- <http://www.redcap.link/lacdph.educationsector.covidreport>
- 2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to ACDC-Education@ph.lacounty.gov.
- 3) Schools having difficulty reporting COVID-19 cases to LACDPH can call (833) 707-0319, Monday through Friday from 8 a.m. to 5 p.m.
 - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- Recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case, consistent with recommendations from the CDPH and local public health departments.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
- Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
 - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
 - For TK/K-3 opportunities must occur daily.
 - For 4-8 opportunities must occur weekly along with daily live interaction.
 - For 9-12 opportunities must occur weekly.
 - Can be classroom style, designated small group, or one-on-one.
 - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil’s participation in synchronous instruction.
- Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.
- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.⁶
- In the event of an outbreak or cluster at a Charter School:
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.⁷
 - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at <http://www.redcap.link/lacdph.educationsector.covidreport>.
 - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
 - The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
 - Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.

⁶ In the event of a "cluster," Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993.

⁷ In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.
- Close Contacts and Quarantine
 - A “Close Contact” is spending a total of fifteen minutes or more over a 24-hour period within 6 feet of an infected person or, in Los Angeles County, having had unprotected contact with the infected person’s body fluids and/or secretions of a person with confirmed COVID-19 (e.g., being coughed or sneezed on, sharing utensils or saliva, or providing care without using appropriate protective equipment).
 - An individual will only be considered a close contact if the Charter School is reasonably sure that they meet the above definition. Individuals will not be deemed a close contact solely because they were in the same classroom or school group as a confirmed COVID-19 case, regardless of actual proximity to the confirmed case.
 - “Fully vaccinated” refers to those who have received either a single dose vaccine or the second dose of a two-dose vaccine over two weeks ago.
 - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.
 - *Quarantine exemptions for all MSA campuses.*
 - *Employees who are both (1) Fully vaccinated and boosted if eligible, and, (2) those who have recovered from laboratory-confirmed COVID-19 within the last 90 days, may continue to attend school and do not need to quarantine at home following close contact with a positive case, so long as the employee self-monitors for symptoms and wears an upgraded surgical-grade mask when around others for 10 days from exposure, and does not display symptoms of COVID-19, tests negative on Day 5 from exposure.*
 - *MSA-2, 3, 4, 6, and 8 students and staff must test immediately and on Day 5 from exposure.*
 - *Asymptomatic staff close contacts who are fully vaccinated and booster-eligible but not boosted may remain at the worksite after close contact on the condition that they remain asymptomatic and meet testing and masking requirements for quarantine exemption.*

- *Students* who are fully vaccinated (regardless of booster status) and (2) those who recovered from laboratory-confirmed COVID-19 within the last 90 days, may continue to attend school and do not need to quarantine at home following close contact with a positive case, so long as the student self-monitors for symptoms and wears an upgraded surgical-style mask when around others for 10 days from exposure, does not display symptoms of COVID-19, and tests negative on Day 5 from exposure.
 - *MSA-2, 3, 4, 6, and 8 students and staff must test immediately and on Day 5 from exposure.*
 - Quarantine-exempt individuals at MSA 2, 3, 4, 6, and 8 must also continue to test with the weekly mobile testing team.
- *Quarantine rules for individuals not exempt from quarantine at MSA- 1, 5, 7, and Santa Ana, and San Diego.*
 - Modified Quarantine. Close contacts of a positive case, while both parties were in a school setting supervised by staff and were correctly wearing masks for the entire exposure period, may continue to attend school during a modified quarantine, so long as they i) do not show symptoms of COVID-19, ii) continue to mask indoors *and outdoors* while at school, iii) undergo at least twice weekly testing during the quarantine, and iv) continue to quarantine from all extracurricular activities including sports and activities within the community setting. When not attending in-person instruction, students undergoing modified quarantine must otherwise remain at home for the duration of their quarantine. Modified quarantine is not available if the exposed student is part of a TK-12 outbreak. All exposed students must quarantine at home during an outbreak. Students undergoing modified quarantine must eat six feet from other students. Modified Quarantine may end after the Day 7 from exposure if the second test taken during quarantine is performed on or after Day 5 from exposure and is negative and the student remains asymptomatic.
 - Standard Quarantine. If an individual is not exempt from quarantine and either cannot or will not follow all of the requirements for modified quarantine, they must quarantine at home for 10 days following exposure, or for 5 days following exposure if a negative test is taken on Day 5 and the individual remains asymptomatic.
 - If any symptoms develop during the 10-day period after exposure under any type of quarantine, the exposed person must immediately isolate, get tested, and

contact their healthcare provider with any questions regarding their care. Any individual who is under any type of quarantine should wear a well-fitting medical grade mask when around others for 10 days from their exposure to a positive case.

- *Modified Quarantine for individuals not exempt from quarantine at MSA 2, 3, 4, 6, and 8*
 - **Individuals** who are identified as close contacts may participate in modified quarantine, in which exposed students and employees continue to attend school in-person unless they develop symptoms or test positive.
 - Modified quarantine can only be considered if:
 - The exposure occurred in a TK-12 setting. Students at Early Education Centers and Adult School programs are not eligible for modified quarantine and must quarantine at home if they are exposed to a positive case.
 - The exposure occurred in a school setting where students were supervised by school staff (i.e. classroom, school grounds with school staff present, school bus, etc.). Close contacts with exposure to infection at home are not eligible for modified quarantine, unless they are exempt from quarantine based on vaccination status or recent recovery from infection.
 - The school can verify that both the infected individual and the individual identified as a close contact were mask compliant during the entire period of exposure, including outdoor exposure (masks must have been completely covering the individuals' nose and mouth). Students with face mask accommodations are not allowed to participate in modified quarantine. School administrators will report on mask compliance for each close contact when submitting IEM Reports using the IEM Reporter App.
 - The exposure occurred in a school that does not have a confirmed active outbreak, as determined by LACDPH. An outbreak is when significant transmission (confirmed epidemiologically-linked cases) has occurred at a school within a 14-day period. Schools with confirmed outbreaks may not implement modified quarantine.
 - Students eligible to participate in modified quarantine will appear as "Allowed" in the Principal's Daily Pass Dashboard and will be allowed to generate a Daily Pass QR code. These students will also

be identified in a “Watch” column in the Daily Pass Dashboard Cases tab, to indicate to Site Administrators they are under modified quarantine protocols.

- **Individuals** in modified quarantine must be asymptomatic. All students will be required to respond to the Daily Pass health screening questions. Symptoms must be monitored daily, and if symptoms develop, the student cannot continue to participate in modified quarantine. Symptomatic close contacts must isolate at home and get tested immediately, preferably at a LAUSD testing site.
 - Students who are participating in modified quarantine should be given the opportunity to participate in the full instructional program during the school day, including recess and lunch time. However, the school must not allow students in modified quarantine to participate in extracurricular activities, including sports, clubs, Beyond the Bell, and other before and after school care or programming. The modified quarantine is meant to let students continue learning during the instructional day but does not cover other activities outside of the regular school curriculum. Students must leave campus after school and go directly home.
 - **Individuals** in modified quarantine must wear a surgical-style mask or higher PPE at all times on school grounds except when they are eating or drinking. The school site should make arrangements and ensure students in modified quarantine are distanced 6 feet during meal periods when masks are removed. School sites will provide upgraded masks to students in modified quarantine if needed.
 - **Individuals** in modified quarantine must **test on or around Day 5 and** twice per week for the duration of the quarantine period. Tests can be either a rapid antigen test or a PCR test. The first test should be conducted at initial exposure or as soon as possible after the exposure (Day 1); the second test **must** be on or after Day 5, so that the **individual** can be released from quarantine on Day 6 if they test negative.
 - If all of these criteria are not met, **modified quarantine is not available.**
- *Standard Quarantine for individuals at MSA 2, 3, 4, 6, and 8.*

- Individuals who are not exempt from quarantine and do not qualify for modified quarantine are subject to standard quarantine if they are a close contact of an individual who tests positive for COVID-19. These individuals must complete a ten-day quarantine and return on day eleven if they remain asymptomatic for the duration of quarantine unless the exposed individual ends quarantine sooner by receiving a negative result on a test taken on or after the fifth day from exposure.
 - Individuals undergoing quarantine who get tested for COVID-19 on or after the fifth day from exposure to the confirmed case may return to school on Day 6 once proof of a negative test is submitted through the Daily Pass system, but must wear a surgical mask when around others and continue to self-monitor for symptoms through day 10 from exposure. Students will be cleared to return to school through the Daily Pass system.
 - Individuals at MSA 2, 3, 4, 6, and 8 who complete their quarantine period will be cleared to return to school via the Daily Pass system.
 - All asymptomatic close contacts that have quarantined due to potential exposure will be able to test at any COVID-19 test site or with a mobile testing team, so long as they remain asymptomatic.
 - All staff and students of Los Angeles campuses who are close contacts of a positive case but remain on campus due to quarantine exemption or modified quarantine must be tested on Day 5 after the date of last exposure, regardless of vaccine or booster status.
 - *MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts*
 - Individuals with a sibling or household member who tests positive must remain at home for a minimum of 10 days following the date of the household member's positive test. These individuals are not eligible for modified quarantine, unless they are exempt from quarantine due to vaccination status or recent infection.
 - Household close contacts must stay at home for the duration of the positive household member's isolation period. Close contacts then begin their official 10-day quarantine on the date that the positive individual's isolation ends (e.g. if the household positive's isolation period ends on Day 6 due to a negative test on Day 5, this would be the individual's Day 1).
 - Close contacts should test on or after Day 5 of their official quarantine period to return to school or work on Day 6.

at least 5 days per the latest CDPH guidance and all close contacts will continue to quarantine per Los Angeles County Department of Public Health guidelines. The individual will not be permitted to access district owned sites in the meantime.

- Checking for false positives at all other MSA campuses:
 - If an individual (student or staff) receives a positive test result, the COVID-19 Home Office Response Team will contact the individual to conduct an interview and confirm whether he or she has symptoms consistent with COVID-19.
 - All students and staff who test positive for COVID-19 and are determined to be asymptomatic will be strongly encouraged to re-test within 48 hours of the initial positive sample collection.
 - If the confirmatory test is negative the COVID-19 Home Office Response Team will alert the local public health department to the false positive and will release the individual from isolation and will alert all known close contacts that they may cease quarantining.
 - If the confirmatory test is positive, the individual shall continue to isolate and all close contacts shall continue to quarantine.
- Persons with COVID-19 may discontinue [self-isolation](#) under the following conditions:
 - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - Other symptoms have resolved or are improving; AND
 - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
 - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
 - Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered or self-read unless they are observed by the employer or an authorized telehealth proctor.

- No matter when isolation ends, all students and staff must wear a highly protective non-cloth mask when around others, indoors and outdoors, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School’s IIPP addendum.
- Subsequent School Closure Criteria:
 - Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
 - As determined by and in consultation with the local health department
 - After closure, the Charter School may reopen after 14 days, cleaning, disinfection, conclusion of a public health investigation, and local health department consultation.
- **Temporary Exposure Management Protocols During the Omicron Surge at MSA 2, 3, 4, 6 and 8.** By order of LAUSD, the following temporary measures are in place until further notice and control over inconsistent generally-applicable elements of this policy.
 - Temporary Suspension of Individual Contact Tracing at TK-12 Schools: Site Administrators are not required to identify close contacts for positive cases at their sites and will instead adopt a “group tracing” approach. This suspension does not apply to Early Education students, including preschool, ETK, and PALS students.
 - Under “group tracing” Site Administrators are not responsible for identifying close contacts or submitting IEM Reports for positive case exposures that occur in a school setting. Instead, schools will adopt a “group tracing” approach after a positive case identified.
 - Under this approach, Site Administrators or designees must:
 - Identify groups (e.g., classrooms) who share the same indoor airspace at school for at least 15 consecutive minutes (within 24 hours) of the positive case, and
 - Notify the entire relevant group(s) of potential exposure to a positive case, and
 - Provide instructions on actions that should be taken. This notification can be done by email or other messages to the identified group.
 - Site Administrators or their designee must submit an IEM Report to create close contact cases for the following groups:
 - All Early Education students, including preschool, ETK, and PALS students – unless recently recovered from a positive COVID-19 result in the last 90 days

- Students who are exposed at home to a positive household member and who are not fully vaccinated or recently recovered from a positive COVID-19 test result in the last 90 days.
- Temporary Suspension of Quarantine Protocols for Asymptomatic Individuals at TK-12 Schools: Asymptomatic TK-12 students who are exposed to a positive case but remain asymptomatic will not need to be identified as Close Contacts if exposed to a positive case in a school setting and will not be subject to modified or at home quarantine protocols. These students will be allowed to remain in school. Quarantine at home applies only to non-TK-12 students, symptomatic close contacts, and those with household exposure who are not fully vaccinated or recovered from COVID-19 in the past 90 days. This guidance from LACDPH does not apply to Early Education students, including preschool, ETK, and PALS students.
- Shortened Isolation for Positive Individuals: Individuals who test positive may be released from isolation on Day 6, provided any symptoms are improving, are fever-free for the past 24 hours without fever-reducing medication, and have a negative (antigen) test result from a test taken on or after Day 5. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.
- Shortened Quarantine for Close Contacts: Individuals required to quarantine can be released early from quarantine on Day 6, provided they remain asymptomatic and have a negative test result taken on or after Day 5. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.
- Quarantine Guidance for Household Close Contacts: Students with a household member who tests positive must remain at home for a minimum of 10 days following the date of the household member's positive test. Students are exempt from quarantine when they are fully vaccinated, or recovered from a confirmed positive COVID-19 test in the past 90 days. Students begin their official quarantine period (Day 1) on the date the positive household member is cleared to return to school or work. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.
- Surgical-Grade Mask Requirement for Employees and Students: All employees must wear surgical-type masks or higher-level PPE. Beginning the week of January 24th, and until further notice, students are required to wear well-fitting non-cloth masks of multiple layers with a nose wire. Masking is required for all individuals, regardless of vaccination status, indoors and outdoors. Unmasking is allowed only during eating and drinking, and should occur distanced from others. This protocol also applies to Early Education students, including preschool, ETK, and PALS students.

- All TK-12 students must wear surgical style masks, test weekly, and monitor their symptoms until further notice.
- **Temporary Exposure Management Protocols During the Omicron Surge at MSA 1, 5, 7, SA, and SD.** Until further notice, and as recommended by the CDPH and the local health departments of Orange County and San Diego County, MSA 1, 5, 7, SA, and SD shall have the option to utilize the “group tracing” method of exposure management in place of individual contact tracing to track exposures during the Omicron variant surge, as follows:
 - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
 - Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
 - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
 - Exposed students, regardless of COVID-19 vaccination status or prior infection, should get tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status. Individuals who have been recently infected should use antigen testing.
 - Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.
 - All exposed students, regardless of vaccination status or previous infection, are required to remain fully masked indoors and outdoors, unless actively eating or drinking, when around other through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.

6. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

7. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;

- Dusting hard surfaces;
- Damp wiping of hard surfaces to ensure they are free of debris;
- Wet mopping of floors;
- Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
 - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
 - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
 - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
 - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
 - Custodians will clean and disinfect:
 - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
 - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
 - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD’s List of Approved Hand Sanitizers and Disinfectants.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

8. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

9. Physical distancing: The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus as much as is feasible, including maximizing physical distance as much as possible while eating (especially indoors), using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing, and arrange for eating outdoors as much as feasible.

- In areas where physical distancing is not feasible, clear plastic or solid surface barriers that can be cleaned often may be used.
- Employees will be encouraged to eat outdoors. They may also eat at their desk or cubicle if these areas are enclosed as a separate room, provide more distance, or include barriers.

10. Extracurricular Activities:

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health’s “COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs” and the Los Angeles County Department of Public Health’s “Protocol for Organized Youth Sports: Appendix S” in addition to any future binding guidance applicable to K-12 youth sports programs.
 - Each Los Angeles campus’s COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH’s sports-related COVID-19 guidance.
 - Each Los Angeles campus’s COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
 - Each Los Angeles campus’s COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH’s youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Students of MSA 2, 3, 4, 6 and 8 will not be permitted to participate in extracurricular activities starting October 31, 2021, unless they provide proof of COVID-19 vaccination through the Daily Pass system.
- All indoor sports must be played with masks on, unless doing so is recognized as unsafe by a well-recognized health authority, such as the American Academy of Pediatrics.
- Theater, music, dance, and similar classes and clubs should maintain physical distancing, in addition to the use of face masks where possible.
 - When engaged in activities that could generate respiratory droplets such as enunciating (i.e., theater workshops) or dancing, physical distancing should be increased and activities should be conducted outdoors where possible.
 - All group musical activities require participants to wear masks indoors and outdoors. Masks are only not required for outdoor practice outdoors alone and with

enhanced physical distancing or when along indoors in a studio or practice room with the door closed.

- Masks must be worn at all times during rehearsals, performances, and other activities that involve multiple individuals participating together, whether indoors or outdoors.
- Music classes that involve playing instruments in a group setting where a face mask must be removed to play must be held outdoors, with 6 feet of physical distancing where possible, or observe the following precautions:
 - Use modified face coverings that allows for direct contact with the instrument mouthpiece whenever they are playing the instrument, to be replaced by a standard face covering when not actively playing,
 - Use bell coverings when playing wind and brass instruments and maintain a minimum of 3 feet of physical distancing between participants, and
 - Conduct weekly COVID testing of all participants regardless of vaccination status,
 - Note that individuals may practice instruments indoors if they are alone in a studio or practice room with the doors closed.

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All students must wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space, unless exempted from doing so pursuant to the accommodation procedures laid out in this Policy.
- All adults in K-12 school setting **except San Diego school site**, including all teachers, staff, parents, visitors, and outside workers, must wear a surgical-grade masks or higher level PPE when in any indoor space shared with students or other staff. The Charter School will provide upgraded masks to individuals subject to this requirement, if necessary.
- Face masks are required without regard to vaccination status.
- Face masks are optional when outside, except for crowded outdoor setting where distancing cannot be easily reliably maintained.
- All individuals at MSA 2, 3, 4, 6, and 8 must wear **surgical-grade, non-cloth masks** indoors and outdoors at all times except when eating or drinking.
- Proper use of cloth face coverings will be strictly enforced. The Charter School will exclude from campus anyone who refuses to wear a face mask if not exempted pursuant to

this Policy. Students excluded from campus for refusing to wear a mask without a valid exemption will be provided alternative educational opportunities to the greatest extent possible.

- Face masks and face shields may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
 - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those

who are hearing impaired as well as those who communicate with the hearing impaired.

- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
- Students exempted from wearing a mask or face shield are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a face mask, protective gown, and a medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, providing instruction to any students with a face mask exemption, or where there is an otherwise heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.

Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
 - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as

possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.

- Services:
 - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
 - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
 - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the California “State Public Health Officer Order of August 11, 2021,” (“Order”) all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per

week. For employees, this directive is a condition of both employment and continued employment.

- Pursuant to the LAUSD’s “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities” document issued August 13, 2021, all employees, contractors and other adults providing services at any MSA-2, 3, 4, 6, and 8 campuses must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment.
- Pursuant to the LAUSD’s December 16, 2021 communication, the LAUSD employee vaccine mandate will apply to all LAUSD authorized sites which includes MSA-7.
- **Proof of COVID-19 Vaccination:**
 - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
 - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
 - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
 - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
 - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **COVID-19 Employee Testing:**
 - Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San

Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing at least once per week.

- Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
- As outlined above, all employees at any MSA-2, 3, 4, 6, and 8 campuses must test for COVID-19 at least once per week, regardless of COVID-19 vaccination status, as directed by the LAUSD.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period:**
 - Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-7 must submit proof of vaccination to the Charter School at a time to be determined by the LAUSD.
- **Non-Compliance:**
 - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.

- The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2022-2023 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.

- **Proof of Vaccination.**
 - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
 - Parent/guardian consent is required for vaccination of students 12-17 years of age.
 - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
 - Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**
 - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
 - At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
 - To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two

weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

- Students of MSA 2, 3, 4, 6 and 8 who are 12 and older will not be permitted to participate in extracurricular activities starting October 31, 2021, unless they provide proof of COVID-19 vaccination through the Daily Pass system.
- **Exemptions and Conditional Admissions.**
 - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
 - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
 - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2022, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and

parents about new, COVID-19-related protocols, including:

- Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
 - This Policy will be posted at all public entrances to the Charter School campus.
 - The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)

Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: _____
- Address _____

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: _____
- Address: _____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					

Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed <input type="checkbox"/>	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options



INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health (“CDPH”). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

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COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

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- deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

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- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings¹ are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
 - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
 - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
 - Reviewing and incorporating all applicable federal, state, and local public health

¹ Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers. A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

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- guidance related to COVID-19, as well as any other industry-specific guidance.
- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
 - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
 - Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
 - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
 - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
 - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

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School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.

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4. COVID-19 Vaccination Status

Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements, depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when “the employer has documented:

(A) A person's status two weeks after completing primary vaccination with a COVID-19 vaccine with, if applicable, at least the minimum recommended interval between doses in accordance with the approval authorization, or listing that is:

- (1) Approved or authorized for emergency use by the FDA;
- (2) Listed for emergency use by the World Health Organization (WHO); or
- (3) Administered as part of a clinical trial at a U.S. site, if the recipient is documented to have a primary vaccination with the active (not placebo) COVID-19 vaccine candidate, for which vaccine efficacy has been independently confirmed (e.g., by a data and safety monitoring board) or if the clinical trial participant at U.S. sites had received a COVID-19 vaccine that is neither approved nor authorized for use by FDA but is listed for emergency use by WHO; or

(B) A person's status two weeks after receiving the second dose of any combination of two doses of a COVID-19 vaccine that is approved or authorized by the FDA, or listed as a two-dose series by the WHO (i.e., a heterologous primary series of such vaccines, receiving doses of different COVID-19 vaccines as part of one primary series.) The second dose of the series must not be received earlier than 17 days (21 days with a 4-day grace period) after the first dose.”

As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this policy.

5. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”² in the workplace, the Charter School will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other Charter School employees or any other third parties may

² Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

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have had close contacts exposure³ by evaluating the activities of the COVID-19 case at the Charter School campus during the “high-risk exposure period”⁴.

- o Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information⁵ of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
 - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
 - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
- o Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- o Provide all employees who had close contacts exposure in the workplace with information regarding:
 - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
 - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
- o Consistent with Cal/OSHA legal authority, the Charter School will not offer the above-referenced testing nor provide the above referenced information to employees with close contacts exposure, if the exposed employee has remained free of COVID-19 symptoms, for ninety (90) days after the initial onset of COVID-19 symptoms or, for COVID-19 cases who never developed symptoms, for ninety (90) days after the first positive test.
- o Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

- Effective immediately, and pursuant to current Cal/OSHA regulations:

- o For employees who are exposed to a positive case and are unvaccinated or vaccinated and booster-eligible but have not yet received their booster dose:
 - These employees must be excluded from the workplace for at least 5 days after their last close contact with a person who has COVID-19.
 - Exposed employees must test on Day 5.
 - Quarantine can end and exposed employees may return to the workplace after Day 5 if symptoms are not present and a diagnostic specimen collected on Day

³ “Close contact” is defined by Cal/OSHA as “being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the “high-risk exposure period” defined by this section. This definition applies regardless of the use of face coverings.”

⁴ “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

⁵ All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

Updated on 01/11/2022

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 1) If the exposed employee was fully vaccinated against COVID-19 prior to the close contacts exposure and does not have any COVID-19 symptoms, or
 2) T

- 5 or later tests negative.
 - If an employee is unable or chooses not to test and does not have symptoms, quarantine can end and the employee may return to the workplace after Day 10.
 - Employees must wear face coverings around others for a total of 10 days after exposure, especially in indoor settings.
 - If an exposed employee tests positive for COVID-19, they must follow the isolation requirements below.
 - If an exposed employee develops symptoms, they must be excluded pending the results of a test.
 - Employees are strongly encouraged to get fully vaccinated and boosted.
 - Employees who are vaccinated and eligible for a booster but not boosted do not need to quarantine if they remain asymptomatic, wear a face covering around others for a total of 10 days from exposure, and test negative within 3-5 days from last exposure.
- For employees who are exposed to a positive case and are fully vaccinated and have received all boosters for which they are eligible, and for those who have recovered from COVID-19 within the last 90 days, there is no need to quarantine if:
 - They test on Day 5 with a negative result, and
 - They wear face coverings around others for 10 days after exposure, especially in indoor settings;
 - If employees develop symptoms, they must be excluded pending the results of a test. If employees test positive, they must follow isolation recommendations above.
- Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus as follows:
 - Employees who test positive for COVID-19 must be excluded from the workplace for at least 5 days.
 - Isolation can end and employees may return to the workplace after Day 5 if symptoms are not present or are resolving, and a diagnostic specimen collected on day 5 or later tests negative.
 - If an employee is unable or chooses not to test and their symptoms are not present or are resolving, isolation can end and the employee may return to the workplace after Day 10.
 - If an employee has a fever, isolation must continue and the employee may not return to work until the fever resolves.
 - If an employee's symptoms other than fever are not resolving, they may not return to work until their symptoms are resolving or until after Day 10 from the positive test.
 - Employees must wear face coverings around other for a total of 10 days after the positive test, especially in indoor settings.
- When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
- Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter

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School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act (“FFCRA”), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.

- Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
 - 1) If a COVID-19 case is not work-related pursuant to all applicable workers’ compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or FFCRA leave; or
 - 2) If an employee received disability payments or was covered by workers’ compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death⁶ of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school’s testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same

⁶ Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

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worksite⁷ as the qualifying individual⁸ within the infectious period⁹ that they may have been exposed to COVID-19.¹⁰

- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹¹
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹²
- The Chief Executive Officer or designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

⁷ The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁸ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁹ The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

¹⁰ Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

¹¹ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

¹² A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

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Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.
2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
 - Options to telework, if available and reasonable.
 - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
3. **Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
 - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
 - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
 - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
 - Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
 - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.
4. **Face Coverings**
 - Until lifted, the CDPH has ordered that all persons in K-12 Schools, childcare and youth settings must wear a face covering at all times while indoors, regardless of vaccination status. Employees located in Los Angeles campuses must be provided with and must wear surgical-grade face coverings.
 - The Charter School will provide employees with such face coverings and ensure they are worn when indoors, in vehicles and elsewhere as required by the CDPH or local public health

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authorities. Employees located in Los Angeles are also required to wear surgical grade face coverings when outdoors in crowded locations where distancing cannot feasibly and reliably be practiced. Employees of MSA-2, 3, 4, 6, and 8 must wear surgical-grade face coverings indoors and outdoors at all times, unless eating or drinking.

- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees are not required to wear face coverings in the following situations:
 - 1) When an employee is alone in a room or vehicle,
 - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
 - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
 - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
 - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.
- If an employee is not wearing a face covering pursuant to any of the above-referenced five (5) exceptions, and is not wearing a face shield, the employee shall be at least six (6) feet away from all other persons while indoors, unless the employee is either fully vaccinated against COVID-19 and has received all boosters they are eligible to receive or tests for COVID-19 at least twice per week during paid time and at no cost to the employee. This exception must not be used as an alternative to the above-referenced face covering requirement, unless one of these five (5) exceptions apply.
- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are not fully vaccinated and who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

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- **As noted above, Los Angeles campus employees are now required to wear surgical-grade face coverings.**

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air (“HEPA”) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School’s COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC’s coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

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9. Perform routine cleaning:

- Incorporate CDC Guidance for cleaning and disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
 - Routine cleaning practices may also include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
 - Dusting hard surfaces;
 - Damp wiping of hard surfaces to ensure they are free of debris;
 - Wet mopping of floors;
 - Vacuuming carpets and mats.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, breakrooms, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection

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recommendations of all pertinent areas. This will specifically include disinfection of the area, material or equipment used by the COVID-19 case, and which will be used by another employee within the next twenty-four (24) hours.

11. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time, if such employees are not fully vaccinated against COVID-19.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak¹³, or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group¹⁴, during employees’ paid time, **except:**
 - 1) employees **who were** not present at the Charter School campus during the relevant fourteen (14) day period, **or**
 - 2) employee **who had COVID-19** within the last ninety (90) days.
 - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
 - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a “major COVID-19 outbreak,”¹⁵ the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their

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¹³ An outbreak is defined by Cal/OSHA occurs when “three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period,” and applies until there are “no new COVID-19 cases detected in the exposed group a workplace for a 14-day period.”

¹⁴ “Exposed group” is defined as “all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas,” subject to limited exceptions.

¹⁵ Cal/OSHA provides that a major outbreak occurs when “20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period” and applies “until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period.”

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health provider.

- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

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Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
<ul style="list-style-type: none"> • Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly
Administrative
<p>Management and Communications</p> <ul style="list-style-type: none"> • Monitor state and local public health communications about COVID-19 • Require students who are ill to stay home • Encourage sick workers to report symptoms, stay home, and follow CDC guidance • Develop strategies to: <ul style="list-style-type: none"> ○ communicate with staff ○ manage staff concerns • Remind staff of available support services • Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements. • Cancel group events • Close/limit use of shared spaces • Consider policies that encourage flexible sick leave and alternative work schedules. • Schedule stocking during off-peak hours <p>Cleaning and Disinfection</p> <ul style="list-style-type: none"> • Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays) • Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19 <p>Training</p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> • Symptoms, emergency warning signs and high-factors for COVID-19 • Policies to reduce the spread of COVID-19 • The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards. • Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms." • COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.

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- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School’s policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
 - 1) How to properly wear the respirator provided; and
 - 2) How to perform a seal check according to the manufacturer’s instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School’s COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.



APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____	_____
_____	_____
_____	_____

Date:

Name(s) of employee and authorized employee representative that participated:

_____	_____
_____	_____



Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation



COVID-19 Inspections¹⁶

Date: _____

Name of person(s) conducting the inspection:

Work location evaluated: _____

Exposure Controls ¹⁷	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

¹⁶ Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

¹⁷ Use empty cells to add any additional controls that the School is using.



Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	



<p>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>	
--	--

<p>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</p>					
<p>All employees who <u>were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.</u></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Date:</td> <td></td> </tr> <tr> <td>Names of employees that were notified:</td> <td></td> </tr> </table>	Date:		Names of employees that were notified:	
Date:					
Names of employees that were notified:					
<p>Independent contractors and other employers <u>on the premises at the same worksite as the COVID-19 case</u> during the high-risk exposure period.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Date:</td> <td></td> </tr> <tr> <td>Names of individuals that were notified:</td> <td></td> </tr> </table>	Date:		Names of individuals that were notified:	
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Names of individuals that were notified:					

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<p>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</p>		<p>What could be done to reduce exposure to COVID-19?</p>	
<p>Was local health department notified?</p>		<p>Date:</p>	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

[4838-2223-9736, v. 3](#)



INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health (“CDPH”). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

- deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings¹ are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
 - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
 - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
 - Reviewing and incorporating all applicable federal, state, and local public health

¹ Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

- guidance related to COVID-19, as well as any other industry-specific guidance.
- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
 - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
 - Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
 - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
 - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
 - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk Maria Czermer-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.

Updated on 02/01/2022

4. COVID-19 Vaccination Status

Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements, depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when "the employer has documented:

- (A) A person's status two weeks after completing primary vaccination with a COVID-19 vaccine with, if applicable, at least the minimum recommended interval between doses in accordance with the approval authorization, or listing that is:
- (1) Approved or authorized for emergency use by the FDA;
 - (2) Listed for emergency use by the World Health Organization (WHO); or
 - (3) Administered as part of a clinical trial at a U.S. site, if the recipient is documented to have a primary vaccination with the active (not placebo) COVID-19 vaccine candidate, for which vaccine efficacy has been independently confirmed (e.g., by a data and safety monitoring board) or if the clinical trial participant at U.S. sites had received a COVID-19 vaccine that is neither approved nor authorized for use by FDA but is listed for emergency use by WHO; or
- (B) A person's status two weeks after receiving the second dose of any combination of two doses of a COVID-19 vaccine that is approved or authorized by the FDA, or listed as a two-dose series by the WHO (i.e., a heterologous primary series of such vaccines, receiving doses of different COVID-19 vaccines as part of one primary series.) The second dose of the series must not be received earlier than 17 days (21 days with a 4-day grace period) after the first dose."

As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this policy.

5. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) "COVID-19 case"² in the workplace, the Charter School will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other Charter School employees or any other third parties may

² Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

- have had close contacts exposure³ by evaluating the activities of the COVID-19 case at the Charter School campus during the “high-risk exposure period”⁴.
- Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information⁵ of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
 - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
 - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
 - Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
 - Provide all employees who had close contacts exposure in the workplace with information regarding:
 - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
 - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
 - Consistent with Cal/OSHA legal authority, the Charter School will not offer the above-referenced testing nor provide the above referenced information to employees with close contacts exposure, if the exposed employee has remained free of COVID-19 symptoms, for ninety (90) days after the initial onset of COVID-19 symptoms or, for COVID-19 cases who never developed symptoms, for ninety (90) days after the first positive test.
 - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.
- Effective immediately, and pursuant to current Cal/OSHA regulations:
 - For employees who are exposed to a positive case and are unvaccinated or vaccinated and booster-eligible but have not yet received their booster dose:
 - These employees must be excluded from the workplace for at least 5 days after their last close contact with a person who has COVID-19.
 - Exposed employees must test on Day 5.
 - Quarantine can end and exposed employees may return to the workplace after Day 5 if symptoms are not present and a diagnostic specimen collected on Day

³ “Close contact” is defined by Cal/OSHA as “being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the “high-risk exposure period” defined by this section. This definition applies regardless of the use of face coverings.”

⁴ “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

⁵ All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

- 5 or later tests negative.
- If an employee is unable or chooses not to test and does not have symptoms, quarantine can end and the employee may return to the workplace after Day 10.
 - Employees must wear face coverings around others for a total of 10 days after exposure, especially in indoor settings.
 - If an exposed employee tests positive for COVID-19, they must follow the isolation requirements below.
 - If an exposed employee develops symptoms, they must be excluded pending the results of a test.
 - Employees are strongly encouraged to get fully vaccinated and boosted.
 - Employees who are vaccinated and eligible for a booster but not boosted do not need to quarantine if they remain asymptomatic, wear a face covering around others for a total of 10 days from exposure, and test negative within 3-5 days from last exposure.
- For employees who are exposed to a positive case and are fully vaccinated and have received all boosters for which they are eligible, and for those who have recovered from COVID-19 within the last 90 days, there is no need to quarantine if:
 - They test on Day 5 with a negative result, and
 - They wear face coverings around others for 10 days after exposure, especially in indoor settings;
 - If employees develop symptoms, they must be excluded pending the results of a test. If employees test positive, they must follow isolation recommendations above.
- Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus as follows:
 - Employees who test positive for COVID-19 must be excluded from the workplace for at least 5 days.
 - Isolation can end and employees may return to the workplace after Day 5 if symptoms are not present or are resolving, and a diagnostic specimen collected on day 5 or later tests negative.
 - If an employee is unable or chooses not to test and their symptoms are not present or are resolving, isolation can end and the employee may return to the workplace after Day 10.
 - If an employee has a fever, isolation must continue and the employee may not return to work until the fever resolves.
 - If an employee's symptoms other than fever are not resolving, they may not return to work until their symptoms are resolving or until after Day 10 from the positive test.
 - Employees must wear face coverings around other for a total of 10 days after the positive test, especially in indoor settings.
- When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
- Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter

School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act (“FFCRA”), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.

- Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
 - 1) If a COVID-19 case is not work-related pursuant to all applicable workers’ compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or FFCRA leave; or
 - 2) If an employee received disability payments or was covered by workers’ compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death⁶ of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school’s testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same

⁶ Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

worksite⁷ as the qualifying individual⁸ within the infectious period⁹ that they may have been exposed to COVID-19.¹⁰

- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹¹
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹²
- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

⁷ The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁸ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁹ The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

¹⁰ Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

¹¹ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

¹² A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.
2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
 - Options to telework, if available and reasonable.
 - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
3. **Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
 - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
 - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
 - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
 - Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
 - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.
4. **Face Coverings**
 - Until lifted, the CDPH has ordered that all persons in K-12 Schools, childcare and youth settings must wear a face covering at all times while indoors, regardless of vaccination status. Employees located in Los Angeles and Orange County campuses must be provided with and must wear surgical-grade face coverings.
 - The Charter School will provide employees with such face coverings and ensure they are worn when indoors, in vehicles and elsewhere as required by the CDPH or local public health

authorities. Employees located in Los Angeles **and Orange County** are also required to wear surgical grade face coverings when outdoors in crowded locations where distancing cannot feasibly and reliably be practiced. Employees of MSA-2, 3, 4, 6, and 8 must wear surgical-grade face coverings indoors and outdoors at all times, unless eating or drinking.

- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees are not required to wear face coverings in the following situations:
 - 1) When an employee is alone in a room or vehicle,
 - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
 - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
 - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
 - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.
- If an employee is not wearing a face covering pursuant to any of the above-referenced five (5) exceptions, and is not wearing a face shield, the employee shall be at least six (6) feet away from all other persons while indoors, unless the employee is either fully vaccinated against COVID-19 and has received all boosters they are eligible to receive or tests for COVID-19 at least twice per week during paid time and at no cost to the employee. This exception must not be used as an alternative to the above-referenced face covering requirement, unless one of these five (5) exceptions apply.
- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are not fully vaccinated and who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

- **As noted above, Los Angeles and Orange County campuses employees are now required to wear surgical-grade face coverings.**

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air (“HEPA”) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School’s COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC’s coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate CDC Guidance for cleaning and disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
 - Routine cleaning practices may also include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
 - Dusting hard surfaces;
 - Damp wiping of hard surfaces to ensure they are free of debris;
 - Wet mopping of floors;
 - Vacuuming carpets and mats.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, breakrooms, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection

Updated on 02/01/2022

recommendations of all pertinent areas. This will specifically include disinfection of the area, material or equipment used by the COVID-19 case, and which will be used by another employee within the next twenty-four (24) hours.

11. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time, if such employees are not fully vaccinated against COVID-19.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak¹³, or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group¹⁴, during employees' paid time, **except:**
 - 1) employees **who were** not present at the Charter School campus during the relevant fourteen (14) day period, **or**
 - 2) employee who had COVID-19 within the last ninety (90) days.
 - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
 - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a “major COVID-19 outbreak,”¹⁵ the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their

¹³ An outbreak is defined by Cal/OSHA occurs when “three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period,” and applies until there are “no new COVID-19 cases detected in the exposed group workplace for a 14-day period.”

¹⁴ “Exposed group” is defined as “all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas,” subject to limited exceptions.

¹⁵ Cal/OSHA provides that a major outbreak occurs when “20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period” and applies “until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period.”

health provider.

- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
<ul style="list-style-type: none"> • Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly
Administrative
<p>Management and Communications</p> <ul style="list-style-type: none"> • Monitor state and local public health communications about COVID-19 • Require students who are ill to stay home • Encourage sick workers to report symptoms, stay home, and follow CDC guidance • Develop strategies to: <ul style="list-style-type: none"> ○ communicate with staff ○ manage staff concerns • Remind staff of available support services • Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements. • Cancel group events • Close/limit use of shared spaces • Consider policies that encourage flexible sick leave and alternative work schedules. • Schedule stocking during off-peak hours <p>Cleaning and Disinfection</p> <ul style="list-style-type: none"> • Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays) • Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19 <p>Training</p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> • Symptoms, emergency warning signs and high-factors for COVID-19 • Policies to reduce the spread of COVID-19 • The Charter School’s COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards. • Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.” • COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers’ compensation law, the Charter School’s leave policies, and any other rights by contract or collective bargaining agreement.

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- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School’s policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
 - 1) How to properly wear the respirator provided; and
 - 2) How to perform a seal check according to the manufacturer’s instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School’s COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.



APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____	_____
_____	_____
_____	_____

Date:

Name(s) of employee and authorized employee representative that participated:

_____	_____
_____	_____



Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation



COVID-19 Inspections¹⁶

Date: _____

Name of person(s) conducting the inspection:

Work location evaluated: _____

Exposure Controls ¹⁷	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

¹⁶ Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

¹⁷ Use empty cells to add any additional controls that the School is using.



Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	



<p align="center">Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>	
---	--

<p>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</p>		
<p>All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.</p>	<p align="center">Date:</p>	
	<p align="center">Names of employees that were notified:</p>	
<p>Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.</p>	<p align="center">Date:</p>	
	<p align="center">Names of individuals that were notified:</p>	



<p>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</p>		<p>What could be done to reduce exposure to COVID-19?</p>	
<p>Was local health department notified?</p>		<p>Date:</p>	

***Should an employer be made aware of a non-employee infection source COVID-19 status.**

Cover Sheet

Approval of Modular-Tech and Zingo Construction for Facility Maintenance and Improvement

Section: V. Action Items
Item: E. Approval of Modular-Tech and Zingo Construction for Facility
Maintenance and Improvement
Purpose: Vote
Submitted by:
Related Material:
Modular-Tech and Zingo Construction for Facility Maintenance and Improvement
Projects (Board).pdf



Board Agenda Item: V E: Action Item

Date: February 10, 2022

To: Magnolia Public Schools ("MPS") Board of Directors

From: Magnolia Public Schools ("MPS") Audit/Facilities Committee
Patrick Ontiveros, General Counsel & Director of Facilities
Mustafa Sahin, Project Manager

RE: Approval of Modular-Tech and Zingo Construction for Facility
Maintenance and Improvement Projects

I. Proposed Motion/Recommendation(s)

Staff recommends and moves that the MPS Board of Directors approve Modular-Tech and Zingo Construction as vendors for facility maintenance and improvement projects for all MPS campuses.

II. Background

The MPS Board approved the Master List of Contracts over \$50,000 for 2021-22 on June 24, 2021. Both Modular-Tech and Zingo Construction were not listed because MPS started working with them during the 2021-22 fiscal year. The MPS board approved the preferred vendor list of contracts below \$50,000.00 for 2021-22 on November 18, 2021, both vendors were in the MPS preferred vendors' list. They cannot exceed more than \$50,000 per year according to MPS fiscal policy. As MPS is maintaining and improving its private sites, this limit is a very easy target to reach for facility needs, so these vendors need to be listed under our Master Vendors' list where they can provide services over \$50,000.

Staff prepared a Request for Proposals and published it on the MPS website. See Exhibit A. Both ModularTech and Zingo Construction responded to the RFP. There were no other responses to the RFP.

III. Budget & Conclusion

There is no budgetary impact with this item.

February 3, 2022
Page 2



Exhibit A

RFP



MAGNOLIA PUBLIC SCHOOLS

Request for Proposals
for Facility Maintenance and Improvement

Due Date:

January 11, 2022

- 1.0 The purpose of this Request for Proposal ("**RFP**") is to solicit proposals from qualified vendor to provide facility maintenance and improvement services to MPS schools.

INTRODUCTION

Magnolia Education & Research Foundation doing-business as Magnolia Public Schools ("**MPS**"), a charter school management organization, operates 10 Charter Schools across Southern California. They are as follows:

School	Address	Private Site or Co-Located on District Site	Size of Facility (Square Feet)	No of Stories
1 & 5	18220-38 Sherman Way, Reseda, CA 91335	Private	50,000	2
2	17125 Victory Blvd., Van Nuys, CA 91406	Co-located	n/a	n/a
3	1254 East Helmick St., Carson, CA 90746	Co-located	n/a	n/a
4	11330 W Graham Place, Los Angeles, CA 90064	Co-located	n/a	n/a
6	1512 Arlington Ave Los Angeles, CA 90019	Co-located	n/a	n/a
7	18355 Roscoe Blvd., Northridge, CA 91325	Private	12,000	1
8	6411 Orchard Ave, Bell, CA 90201	Co-Located	n/a	n/a
San Diego	6525 Estrella Ave., San Diego, CA 92120	Private		1
Santa Ana	2840 W 1st St., Santa Ana, CA 92703	Private	50,000	2

Site Tour

Site tours will be facilitated if requested.

Proposals Due

Responses to the RFP are due no later than **5:00 PM (PST), January 11, 2022**, to the following individual:

Mustafa Sahin
 Facility Project Manager
 Magnolia Public Schools
 250 East 1st Street
 Suite 1500
 Los Angeles, CA 90012
msahin@magnoliapublicschools.org
 760-587-6031

Questions regarding this RFP may be directed to the individual identified above via email.

Proposal Format:

One (1) electronic PDF copy (by email) of your proposal must be delivered to the person indicated by the deadline stated above. Please endeavor to keep any emailed material to a single manageable file size (at or about 10 MBs) so that it may be easily distributed to the Selection Committee.

Respondents are encouraged to only include information pertinent to the Project and the Selection Committee's ability to select the vendor best suited to successfully complete this job.

Interviews:

Interviews will be held at the discretion of MPS. Interviews, if any, are expected to be held on or about the week of January 12, 2022, via zoom.

If interviews are held, respondents will meet with the Selection Committee for approximately ½ hour to 1 hour. The interview will be an open, unscripted format. Respondents will have 20 minutes to present any information they feel is pertinent followed by questions and answers and general discussion.

Selection Committee:

The Selection Committee will be composed of representatives from MPS.

1.1 Timeline

RFP Distributed:	Monday, December 16, 2021
Proposals Due:	Tuesday, January 11, 2021
Interviews, if any (exact date and time TBD):	Wednesday January 12th, 2022
Selection Announced:	Thursday, January 13, 2021
Contract Execution:	On or about Monday, January 17, 2022

2.0 PROJECT DESCRIPTION

Scope of services to be provided include:

Follow all code regulations; safety regulation recommendations shall be followed within relation to all work accomplished under this contract

Respond to maintenance/repair due to equipment or system failures

Supervision, personnel, labor, materials, supplies, tools, vehicles, equipment, and other items and services necessary to perform all work.

The types of work that may be requested and performed as Cost-Plus TO work may include, but not be limited to the following:

- a. Building automation systems maintenance and repair
- b. Bulk waste removal and recycling
- c. Carpeting and flooring maintenance and repair
- d. Civil, electrical, mechanical, structural and life, fire and safety engineering
- e. Deficiencies
- f. Electrical maintenance and repair
- g. Equipment rental
- h. Exterior window cleaning
- i. Gas & oil utilities maintenance and repair

- j. Graffiti Removal
- t. Grounds keeping services
- k. Hazardous materials management and disposal (to include biohazardous materials)
- l. Identifying and estimating capital repairs and improvement plans
- m. Lighting maintenance and repair (bulbs, ballasts and lamps)
- n. Moving services
- o. Paint maintenance and repair
- p. Parking management
- r. Perform facility modifications, alterations or renovations
- s. Plumbing maintenance and repair
- t. Subcontract management

3.0 PROPOSAL FORMAT

Respondent shall format its response as set forth below to facilitate timely review and selection. Please be specific to the RFP, and do not include materials not explicitly requested, such as generic marketing materials.

Your response should include the following:

- Letter of interest
- Name of your company and the individual responsible for the account
- Restate all the requirements of Section 4.0 and provide responses to each

See Section 1.0 for additional proposal format clarifications.

4.0 PROPOSAL REQUIREMENTS

4.1 Vendor Qualifications and Experience

4.1.1 Vendor Description.

Provide a description of your company and why it is qualified to undertake the Project.

Provide the following:

A minimum of three (3) references, including

- (a) name and scope of the project
- (b) client name and contact information
- (c) contract amount

4.1.2 Qualifications and Experience of Key Personnel.

Identify the person(s) that will be principally responsible for working with the MPS and leading this engagement and their qualifications and experience

4.2 Cost

Respondent's proposal should include an overall not to exceed cost and should be broken down in detail as possible. The proposal should also provide a break-down of all other costs and fees if there is any.

4.3 Product Information

Respondent will confirm its ability to provide the Project as described above in Section 2.0.

4.4 Contract

MPS will sign a contract that is mutually acceptable to both parties.

5.0 CONTACT

Questions to Owner will be accepted via email by the Facility Project Manager identified above. Answers to questions will be provided to all participants as available.

6.0 BID ACCEPTANCE/REJECTION

The Owner reserves the right to reject any or all proposals or cancel the solicitation process at its sole discretion.

7.0 PROPOSAL VALIDITY

RFP responses shall be valid until execution of a contract, which is expected to occur on or about January 17 2022. No changes to information received within the Respondent's proposal shall be changed or altered without approval by the Owner.

Cover Sheet

Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- Santa Ana

Section: V. Action Items
Item: F. Approval of CalSHAPE Plumbing Grant Resolution for
Magnolia Science Academy- Santa Ana
Purpose: Vote
Submitted by:
Related Material: CalSHAPE Plumbing Grant Resolution MSA-Santa Ana.pdf



Board Agenda Item #	V F: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, Director of Facility and General Counsel, Mustafa Sahin, Facility Project Manager
RE:	CalSHAPE Plumbing Grant Resolution MSA-Santa Ana

Proposed Board Motion

Staff recommends that the Magnolia Public School Board of Directors approve and adopt Board Resolution # 20220210-01, attached as Exhibit A, to authorize Magnolia Science Academy Santa Ana to receive a plumbing and ventilation grant from the California Energy Commission to implement a CalSHAPE Program project.

Background

California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances. Staff submitted the application for plumbing grant in September 2021, and it was granted (the amount is \$49,620.58) on 1/31/2022. This is a requirement by CalSHAPE before we sign the agreement.

Budget Implications

- None

Exhibits (Attachments):

- Grant agreement
- Project estimate



GRANT AGREEMENT

<p>RECIPIENT Magnolia Science Academy Santa Ana</p>	<p>AGREEMENT NUMBER 21R1PA0941</p>
<p>ADDRESS Steven Keskinturk 2840 West 1st Street Santa Ana , CA 92703</p>	<p>AGREEMENT TERM Ends 24 months after Effective Date</p> <p>The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.</p>

PROJECT DESCRIPTION
The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A – Scope of Work**
- Exhibit B – Budget**
- Exhibit C – Agreement Contacts**
- Exhibit D – Terms and Conditions**

<p>EIMBURSABLE AMOUNT</p> <p>\$49,620.58</p>
<p>Total of REIMBURSABLE AMOUNT</p> <p>\$49,620.58</p>

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
<p>NAME Adrienne Winuk</p>		<p>NAME</p>	
<p>TITLE Contracts, Grants, and Loans Office Manager</p>		<p>TITLE</p>	
<p>CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814</p>			

EXHIBIT A
Scope of Work

Magnolia Science Academy Santa Ana
30768930130765

Total Number of Sites 1

Site Name
Magnolia Science Academy Santa Ana

CDS Code
30768930130765

Magnolia Science Academy Santa Ana
Appliance/Fixture

Unit Count

Interior Faucet
Toilet
Urinal

30
34
18

EXHIBIT B Budget

**Magnolia Science Academy Santa Ana
30768930130765**

**Total Requested Amount
\$49,620.58**

Site Name

Magnolia Science Academy Santa Ana

Requested Amount

\$49,620.58

Magnolia Science Academy Santa Ana

Appliance/Fixture

Interior Faucet

Toilet

Urinal

Requested Amount

\$19,350.00

\$20,230.00

\$10,040.58

Total Grant Award

\$49,620.58

Initial Payment

\$24,810.29

Final Payment

\$24,810.29

EXHIBIT C

Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C Contacts

LEA Contact (Primary)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

EXHIBIT D**CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY
(CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS****TABLE OF CONTENTS**

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

- 3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

- i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. **Audit Cost**

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. **Match or Cost Share**

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. **Compliance.** Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. **Canceling a Stop Work Order.** The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination**a. Purpose**

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term “for cause” includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient’s inability to pay its debts as they become due and/or the Recipient’s default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved**19. Reserved****20. Intellectual Property**

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient’s performance under this Agreement.

21. Reserved

22. General Provisions

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, "Products")
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.

- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- **Invention** means intellectual property that is patentable.

- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.

- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.

- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.

- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.

- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

California Schools Healthy Air, Plumbing, and Efficiency Program Governing Body Resolution

RESOLUTION NO. _____

Resolution of

Name of Local Educational Agency

WHEREAS, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

NOW THEREFORE, BE IT RESOLVED, that _____

authorizes _____ *Governing Body*
to apply for a _____ *LEA Name*

grant from the California Energy Commission to implement a CalSHAPE Program project.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), _____ *Governing Body*

the grant is (Please select one)

not a project because _____

OR

a project that is exempt under _____ because _____

OR

a project and _____ document was prepared.

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the _____ *Governing Body*

authorizes _____ *LEA Name*
to accept a grant up to \$ _____ *Grant Amount Requested* and accept all grant agreement terms and conditions.

ESTIMATE


Magnolia Science Academy Santa Ana

2840 W 1st St
 Santa Ana, California 92703
 (760) 587-6031

Zingo Construction Inc.

6009 Lindenhurst Ave
 Los Angeles, CA 90036
 Phone: (310) 997-8297
 Email: info@zingocontractors.com
 Web: www.zingocontractors.com

Estimate # 000004
 Date 08/29/2021
 Business / Tax # Lic No: 969638

Description	Total
ZER6003PL-ULF-CPM Urinal flush set (18 Pc)	\$10,040.58
ZER6000PL-CPM Toilet flush set (34 Pc)	\$20,230.00
Zurn z6915-XL touchles faucets (30 Pc)	\$19,350.00
<hr/>	
Subtotal	\$49,620.58
Total	\$49,620.58

Notes:

Estimated start day for the project is 12/15/2021
 Estimated completion date is 2/07/2022

By signing this document, the customer agrees to the services and conditions outlined in this document.

Magnolia Science Academy Santa Ana

Cover Sheet

Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- 1

Section: V. Action Items
Item: G. Approval of CalSHAPE Plumbing Grant Resolution for
Magnolia Science Academy- 1
Purpose: Vote
Submitted by:
Related Material: CalSHAPE Plumbing Grant Resolution MSA-1.pdf
Grant Agreement MSA-1.pdf



Board Agenda Item #	V G: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, Director of Facility and General Counsel, Mustafa Sahin, Facility Project Manager
RE:	CalSHAPE Plumbing Grant Resolution MSA-1

Proposed Board Motion

Staff recommends and moves that the Magnolia Public School Board of Directors approve and adopt Board Resolution # 20220210-02, attached as Exhibit A, to authorize Magnolia Science Academy 1 to apply for a plumbing and ventilation grant from the California Energy Commission to implement a CalSHAPE Program project.

Background

California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances. Staff submitted the application for plumbing grant in September 2021, the amount is 60,920.29. We were informed by the CalSHAPE staff that MSA1 was not going to get this time due to the funding issues but will be in the list as soon as the funding is available in the next round.

This is a requirement by CalSHAPE to complete our application.

Budget Implications

- None

Exhibits (Attachments):

- Project estimate

ESTIMATE

**Magnolia Science Academy 1**18238 Shermanway
Reseda , CA 91335

(760) 587-6031

Zingo Construction Inc.6009 Lindenhurst Ave
Los Angeles, CA 90036

Phone: (310) 997-8297

Email: info@zingocontractors.com

Web: www.zingocontractors.com

Estimate # 000010

Date 09/22/2021

Business / Tax # Lic No: 969638

Description	Total
ZER6003PL-ULF-CPM urinal flush set (9 pc)	\$5,020.29
ZER6000PL-CPM Toilet flush set (43 Pc)	\$25,585.00
Zurn z6915-XL Touchless Faucet (47 Pc)	\$30,315.00
<hr/>	
Subtotal	\$60,920.29
Total	\$60,920.29

Notes:Estimated start day for the project is 2/21/2022
Estimated completion date is 3/30/2022

 Magnolia Science Academy 1

GRANT AGREEMENT



RECIPIENT Magnolia Science Academy	AGREEMENT NUMBER 21R1PA0971
ADDRESS Brad Plonka 18238 Sherman Way Reseda, CA 91335	AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.

PROJECT DESCRIPTION
 The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A – Scope of Work**
- Exhibit B – Budget**
- Exhibit C – Agreement Contacts**
- Exhibit D – Terms and Conditions**

REIMBURSABLE AMOUNT <p style="text-align: center;">\$60,920.29</p>
Total of REIMBURSABLE AMOUNT <p style="text-align: center;">\$60,920.29</p>

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
NAME Adrienne Winuk		NAME	
TITLE Contracts, Grants, and Loans Office Manager		TITLE	
CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814			

EXHIBIT A
Scope of Work

Magnolia Science Academy 19101996119945

Total Number of Sites 1

Site Name

Magnolia Science Academy

CDS Code

19101996119945

Magnolia Science Academy

Appliance/Fixture

Interior Faucet

Toilet

Urinal

Unit Count

47

43

9

EXHIBIT B Budget

Magnolia Science Academy 19101996119945

**Total Requested Amount
\$60,920.29**

Site Name

Magnolia Science Academy

Requested Amount

\$60,920.29

Magnolia Science Academy

Appliance/Fixture

Interior Faucet

Toilet

Urinal

Requested Amount

\$30,315.00

\$25,585.00

\$5,020.29

Total Grant Award

\$60,920.29

Initial Payment

\$30,460.14

Final Payment

\$30,460.15

EXHIBIT C

Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C Contacts

LEA Contact (Primary)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

EXHIBIT D**CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY
(CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS****TABLE OF CONTENTS**

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

- 3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

- i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. **Audit Cost**

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. **Match or Cost Share**

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. **Compliance.** Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. **Canceling a Stop Work Order.** The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination**a. Purpose**

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term "for cause" includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient's inability to pay its debts as they become due and/or the Recipient's default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved**19. Reserved****20. Intellectual Property**

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient’s performance under this Agreement.

21. **Reserved**

22. **General Provisions**

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, “Products”)
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.

- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- **Invention** means intellectual property that is patentable.

- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.

- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.

- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.

- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.

- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

Cover Sheet

Approval of CalSHAPE Plumbing Grant Resolution for Magnolia Science Academy- 7

Section: V. Action Items
Item: H. Approval of CalSHAPE Plumbing Grant Resolution for
Magnolia Science Academy- 7
Purpose: Vote
Submitted by:
Related Material: CalSHAPE Plumbing Grant Resolution MSA-7.pdf
Grant Agreement MSA-7.pdf



Board Agenda Item #	V H: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, Director of Facility and General Counsel, Mustafa Sahin, Facility Project Manager
RE:	CalSHAPE Plumbing Grant Resolution MSA-7

Proposed Board Motion

Staff recommends and moves that the Magnolia Public School Board of Directors approve and adopt Board Resolution # 20220210-03, attached as Exhibit A, to authorize Magnolia Science Academy 7 to apply for a plumbing and ventilation grant from the California Energy Commission to implement a CalSHAPE Program project.

Background

California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances. Staff submitted the application for plumbing grant in September 2021, the amount is \$45,599.05. We were informed by the CalSHAPE staff that MSA7 was not going to get this time due to the funding issues but will be in the list as soon as the funding is available in the next round.

This is a requirement by CalSHAPE to complete our application.

Budget Implications

- None

Exhibits (Attachments):

- Project estimate

ESTIMATE

**Magnolia Science Academy 7**18355 Roscoe Blvd
North Ridge, CA 91325

(760) 587-6031

Zingo Construction Inc.6009 Lindenhurst Ave
Los Angeles, CA 90036

Phone: (310) 997-8297

Email: info@zingocontractors.com

Web: www.zingocontractors.com

Estimate # 000011

Date 09/22/2021

Business / Tax # Lic No: 969638

Description	Total
ZER6003PL-ULF-CPM Urinal flush set (5 Pc)	\$2,789.05
ZER6000PL-CPM Toilet flush set (15 Pc)	\$8,925.00
Zurn z6915-XL touchles faucets (13 Pc)	\$8,385.00
American Standard 2234.001.020 Madera Universal Elongated Toilet Bowl (15 pc) Includes upgrading the plumbing and replacing toilet bowls.	\$25,500.00

Subtotal \$45,599.05**Total** **\$45,599.05****Notes:**

Estimated start day for the project is 2/21/2022

Estimated completion date js 3/20/2022

Magnolia Science Academy 7

GRANT AGREEMENT



RECIPIENT Magnolia Science Academy 7	AGREEMENT NUMBER 21R1PA0970
ADDRESS Meagan Wittek 18355 Roscoe Blvd, Northridge, CA 91325	AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.

PROJECT DESCRIPTION
 The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A** – Scope of Work
- Exhibit B** – Budget
- Exhibit C** – Agreement Contacts
- Exhibit D** – Terms and Conditions

REIMBURSABLE AMOUNT <p style="text-align: center;">\$45,599.05</p>
Total of REIMBURSABLE AMOUNT <p style="text-align: center;">\$45,599.05</p>

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
NAME Adrienne Winuk		NAME	
TITLE Contracts, Grants, and Loans Office Manager		TITLE	
CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814			

EXHIBIT A
Scope of Work

Magnolia Science Academy 7 19647330117655

Total Number of Sites 1

Site Name

Magnolia Science Academy 7

CDS Code

19647330117655

Magnolia Science Academy 7

Appliance/Fixture

Interior Faucet

Toilet

Urinal

Unit Count

13

30

5

EXHIBIT B Budget

**Magnolia Science Academy 7
19647330117655**

**Total Requested Amount
\$45,599.05**

Site Name

Magnolia Science Academy 7

Requested Amount

\$45,599.05

**Magnolia Science Academy 7
Appliance/Fixture**

Requested Amount

Interior Faucet

\$8,385.00

Toilet

\$34,425.00

Urinal

\$2,789.05

Total Grant Award

\$45,599.05

Initial Payment

\$22,799.52

Final Payment

\$22,799.53

EXHIBIT C Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C Contacts

LEA Contact (Primary)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

LEA Contact (Alternate)

Name

Address

City, State, Zip

E-mail

EXHIBIT D**CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY
(CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS****TABLE OF CONTENTS**

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

- 3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

- i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. **Audit Cost**

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. **Match or Cost Share**

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. **Compliance.** Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. **Canceling a Stop Work Order.** The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination**a. Purpose**

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term "for cause" includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient's inability to pay its debts as they become due and/or the Recipient's default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved**19. Reserved****20. Intellectual Property**

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient’s performance under this Agreement.

21. **Reserved**

22. **General Provisions**

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, “Products”)
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.
- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

Cover Sheet

Review and Approval of Resolution Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus

Section: V. Action Items
Item: I. Review and Approval of Resolution Concerning Measures to
Address the Organizational and Educational Impacts of the COVID-19 Virus
Purpose: Vote
Submitted by:
Related Material:
CONCERNING READOPTION OF PRIOR BOARD RESOLUTIONS ADDRESSING
IMPACTS OF COVID-19.pdf



Magnolia Educational & Research Foundation
Board of Directors
Resolution No. [20220210-04]

CONCERNING READOPTION OF PRIOR BOARD RESOLUTIONS
ADDRESSING IMPACTS OF COVID-19

WHEREAS, Magnolia Educational & Research Foundation operates ten (10) charter schools under the name of Magnolia Public Schools; and

WHEREAS, on March 4, 2020, Governor Newsom declared an emergency statewide relating to the coronavirus pandemic ("COVID-19"); and

WHEREAS, the Board of Directors of Magnolia Educational & Research Foundation ("Board of Directors") approved and adopted multiple resolutions addressing the power and authority of the Chief Executive Officer to act during times of emergency to respond to operational impacts of COVID-19, including:

- Resolution # 20200313-01 (March 13, 2020)
- Resolution # 20200320-01 (March 20, 2020)
- Resolution # 20200327-01 (March 27, 2020)
- Resolution # 20200402-02 (April 2, 2020)
- Resolution # 20200723-01 (July 23, 2020); and

WHEREAS, on August 10, 2021, the Board adopted and approved Resolution # 20210810-1 which acted to revoke and repeal Resolution # 20200313-01, Resolution # 20200320-01, Resolution # 20200327-01, Resolution # 20200402-02, and Resolution # 20200723-01 based on a return to normal school operations following expanded access to COVID-19 vaccinations and anticipated further future decline in the prevalence of COVID-19; and

WHEREAS, COVID-19 has not declined, and in fact has mutated into a more transmissible Omicron variant, and reached an all-time high with regards to new cases and hospitalization, resulting in:

- (1) the tightening of COVID-19 health and safety precautions at the school-sites and
- (2) the urgent need to close three (3) campuses on an emergency basis due to COVID-19 exposure, the process of which was impaired by the revocation and repeal of the aforementioned Board Resolutions; and

WHEREAS, it may be necessary to take immediate action to reduce the spread of COVID-19 in the future, including adopting or adjusting safety procedures or closing one or more school-sites, if needed.



NOW THEREFORE BE IT RESOLVED THAT THE Board of Directors hereby revokes and repeals Resolution # 20210810-1 adopted on August 10, 2021.

FURTHER, THE BOARD OF DIRECTORS hereby adopts and reimposes Resolution # 20200313-01,

Resolution # 20200320-01, Resolution # 20200327-01, Resolution # 20200402-02, and Resolution # 20200723-01, and all attendant powers and authorizations, including the power and authority of the Chief Executive Officer to close one or more school-sites due to a COVID-19 related purpose.

PASSED AND ADOPTED by the Board of Directors on this 10th day of February 2022.

AYES:

NOES:

ABSTAIN:

ABSENT:

MPS Board Secretary
Magnolia Educational & Research Foundation

Cover Sheet

Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

Section: V. Action Items
Item: J. Board Approval of Findings to Conduct Virtual Meetings
Pursuant to AB 361/Government Code Section 54953
Purpose: Vote
Submitted by:
Related Material: AB 361 Board Findings (Feb.10).pdf



Board Agenda Item #	V J: Action Item
Date:	February 10, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

Proposed Board Recommendation

I move for the Magnolia Public Schools Board of Directors to adopt the findings relating to the ability of the Board to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

Introduction

In September 16, 2021, Governor Newsom signed executive order Assembly Bill (AB) 361 into law which gives local agencies, included local educational agencies (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency. While AB 361 offers flexibilities similar to the expiring Executive Order N-29-20, there are some key difference in regards to public comment and meeting operations.

In order for Magnolia Public Schools (MPS) Board Meetings to trigger the AB 361 teleconferencing provisions, any of the following circumstances must follow:

- The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing
- The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees
- The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Requirements under this new law include; notice of the meeting and post agendas as the Brown Act requires on our MPS websites and school sites; allow public to access the meeting and give notice for how the public can access the

meeting; include in the agenda an opportunity for all persons to attend via call-in or internet-based service; provides opportunity for the public to offer comment in the real time; provide public comment period; conduct meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the board; in an event of a disruption that prevents MPS from broadcasting the meeting or prevents members of the public from offering public comment, the meeting must stop and no action can be taken until access is restored.

MPS Board of Directors must make the following findings every 30 days by majority vote in order to continue utilizing the bills teleconferencing provisions which include:

- The legislative body has reconsidered the circumstances of the state of emergency
- Any of the following circumstances exist:
 - The state of emergency continues to directly impact the ability of the members to meet safely in person
 - State or local officials continue to impose or recommend measures to promote social distancing

Background

In March 2021, Governor Newsom issued Executive Order N-29-20, which, among other things, temporarily suspended certain Brown Act teleconference meeting requirements for as long as public health agencies have imposed or recommended social distancing measures, as the COVID-19 pandemic has made them unsafe. This law will sunset through September 30, 2021.

Analysis

This was reviewed by Young, Minney & Corr, LLP. As such, the Board will revisit the item by or before 30 days as stated by law.

Budget Implications

N/A

Exhibits (Attachments):

- Board Findings pursuant of Government Code 54953(e)(3)



EACH THIRTY DAYS THEREAFTER FOR BOARD OF DIRECTORS

Magnolia Public Schools

Magnolia Public Schools Board findings pursuant to Government Code Section 54953(e)(3)

The Magnolia Public Schools Board of Directors has reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

DATE: February 10, 2022

VOTE

AYE:

NOES:

ABSENT:

BOARD SECRETARY: _____